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ABSTRACT

This teacher's guide is designed for use by postsecondary child development instructors in programs that prepare students to be child care program administrators. Materials are developed for use in courses that have both a lecture and a laboratory. The instructor's guide is organized in five units covering the following topics: program planning, implementation, and evaluation; facility development and maintenance; parents and the community; nutrition, health, and safety; and personnel development. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters are included for reproduction for classroom use. The instructor's guide also contains guidelines for student laboratory experiences as well as guidelines for evaluating students, for working with students with special needs, and for determining readability using the Fog index. A glossary, answer keys, and a bibliography of all references noted in the units, with publishers' addresses, complete the guide. (KC)

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Administration of Child Care Programs: Program Management

Instructor's Guide

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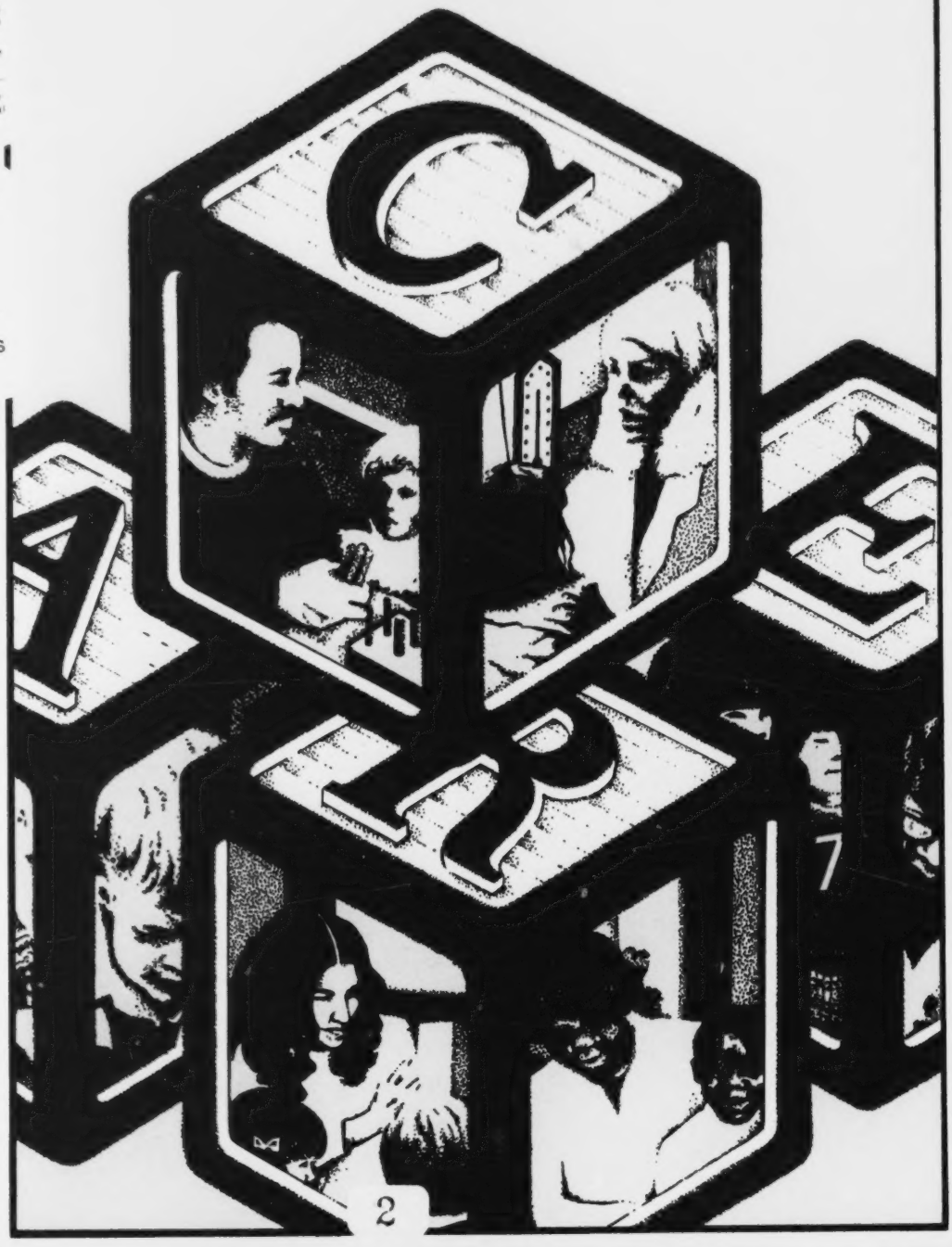

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Division of Post-Secondary Programs
Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

Administration of Child Care Programs:
Program Management

Instructor's Guide

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Introduction

Administration of child care programs includes both program and business management. Program management refers to the planning and implementation of the child care program including such topics as site selection or design, curriculum development, food preparation and service, and family and community relationships. Business management of a child care program includes attention to regulations and other legal concerns, personnel management, and finances. Certain general competencies, such as the ability to organize and make decisions, apply to both areas. The purpose of these instructional materials is to expose students to the program management aspects of child care program administration. Business management and general competencies are covered in a companion publication from the Home Economics Curriculum Center titled *Administration of Child Care Programs: Business Management.*

Administration of Child Care Programs: Program Management is designed for use by post-secondary child development instructors. The *Instructor's Guide* and *Student Laboratory Manual* are valuable tools for instructors of courses on child care program administration. The materials are most effective in courses which have both a lecture and laboratory (lab).

Carefully selected textbooks and access to a quality child care center are essential for effective utilization of the materials. The materials coordinate effectively with most textbooks on child care program administration. (See the Bibliography for possible textbooks.) To receive maximum benefit from the lab experiences in the *Student Laboratory Manual*, students must be able to both observe and participate in the administration of a child care program. Centers selected for student use should meet or exceed state licensing standards.

Descriptions of the organization of the *Instructor's Guide* and *Student Laboratory Manual*, suggestions on how to use the materials, and guidelines on coordinating student lab work are summarized below.

ORGANIZATION OF THE INSTRUCTOR'S GUIDE

The *Instructor's Guide* is organized into five units. At the beginning of each unit Performance Objectives and References are listed. Suggested Classroom Learning Experiences provide

instructors with teaching strategies to help students achieve the objectives. The Unit Test includes multiple-choice and essay questions. Transparency and Handout Masters, which follow Unit V, may be reproduced as needed for classroom use. Transparencies begin on page 123 and handouts on page 153. The *Instructor's Guide* also contains a Glossary, Glossary Test, Answer Keys, and Bibliography. The Bibliography at the back of the guide includes all references noted in the units. Some materials which are recommended for student use have notations on reading level and evidence of sex bias.

ORGANIZATION OF THE STUDENT LABORATORY MANUAL

The *Student Laboratory Manual* is designed as a laboratory experience guide and workbook, written at a tenth-grade reading level. The format permits students to answer questions and make notes directly in the manual. Instructors should become thoroughly acquainted with the content of the student manual in order to work effectively with students in planning their lab experiences.

The student manual is organized into five units which correspond with the units in the *Instructor's Guide*. Each unit begins with Performance Objectives. The objectives correspond with the unit objectives in the *Instructor's Guide*. The Overview introduces basic concepts related to the unit topic. Suggested readings for in-depth study are given at the end of the Overview.

Lab experiences in each unit include both observation and participation assignments. The learning objectives for each experience will help students achieve one or more of the Performance Objectives. Participation Evaluation forms are included for the instructor's use in evaluating a student's performance. A check list is also provided for students to evaluate their own performance. Other components of the *Student Laboratory Manual* include Guidelines for Successful Lab Experiences, Glossary, and Bibliography.

USING THE MATERIALS

The *Instructor's Guide* can assist instructors in providing learning experiences for students in the classroom. Post-secondary students are characterized by a wide range of ages, educational backgrounds, work experiences, academic abilities, and reading levels. Instructors should keep these characteristics in mind when selecting teaching strategies from the *Instructor's Guide*. The Suggested Classroom Experiences include a variety of activity ideas so that instructors may select those which best meet the needs of their students. Teaching strategies include group discussions, posters, charts, games, lectures, role playing, felt boards, and others. Readings materials provided for students should accommodate various reading abilities.

An important point to remember about the *Instructor's Guide* and the *Student Laboratory Manual* is that they are not self-

contained. To prepare classes, instructors will need to refer to the references listed at the beginning of each unit. Students must study additional references in-depth in order to achieve the objectives. The instructor should assign appropriate readings for each unit topic. Assignments might be made from the references suggested at the end of the Overview or from other references selected by the instructor.

The instructor should prepare the overall course outline before the class meets at the beginning of the semester or quarter. The units may be covered in any order. The instructor can vary the number of classes devoted to each unit depending on the instructor's preferences and the amount of time available.

GUIDELINES ON COORDINATING STUDENT LAB ASSIGNMENTS

Coordination of students' lab experiences is a challenging task for the instructor. Although post-secondary programs vary in their arrangements for student laboratory experiences, the following general guidelines should be helpful.

Several lab experiences are suggested in each unit of the *Student Laboratory Manual*. The instructor and the student can decide which activities are most appropriate for that student. Some students may be able to complete most of the lab experiences. Other students may be able to complete only a limited number. Both the number of lab hours required for the course and students' needs and abilities influence the number of experiences assigned.

The instructor and student must work closely with the child care center director in planning and carrying out each lab experience. The director should be involved in the scheduling of all student visits. Most of the lab experiences take about one hour unless otherwise specified. Some students will be working already as directors in a child care center. It may be appropriate and convenient for these students to carry out some of their lab experiences in their own center.

Charts, wall calendars, or special notebooks might be used to keep a master schedule of all lab work. This would ensure that the instructor is aware of when and where students are observing or participating in lab experiences.

Coordinating the lab experiences with class meetings may not be possible in some situations. However, when classroom learning experiences and lab assignments are coordinated, students will benefit from combining theory and practical application.

Guidelines for Evaluating Students

Student caregivers can be evaluated in terms of knowledge, psychomotor skills, and affective behaviors. When based on course objectives, evaluation provides useful information for both students and instructors. Evaluation provides students with feedback about their performance and usually a grade. Evaluation provides the instructor with information about the effectiveness of teaching strategies used in the course.

The Performance Objectives in each unit of *Administration of Child Care Programs: Program Management* identify specific behaviors the student should exhibit at the end of the instructional unit. These objectives can be used as a specific basis for developing evaluation instruments.

Performance objectives normally consist of three parts: 1) the specific behavior to be achieved, 2) the conditions under which the behavior is to be performed, and 3) the criteria for measuring achievement of the objective. The performance objectives used in these materials are statements of the specific behaviors to be achieved by the student. This allows instructors the freedom to decide which conditions and evaluation criteria are appropriate for their teaching situations. For example, one objective states that the student will "Identify ways that a child care facility can accommodate children with special needs." Instructors should inform the students of the conditions and evaluation criteria. The objective in a complete form might be, "When shown a floor plan of a child care facility, identify at least three ways that children with special needs could be accommodated."

The materials include several components which will assist the instructors in evaluating students' knowledge, skills, and attitudes. However, instructors are encouraged to develop evaluation methods which best meet the needs of students enrolled in the course.

EVALUATION OF KNOWLEDGE

The unit test at the end of each unit in the *Instructor's Guide* can be duplicated for all students. Answers to each unit's multiple-choice questions are at the back of the *Instructor's Guide*. The essay questions for each unit can be evaluated according to the instructor's criteria. The instructor may want

to specify the criteria to the students before the test is administered. A Glossary Test has also been provided following the Glossary in the *Instructor's Guide*. Glossary Test answers are provided in the Answer Keys.

EVALUATION OF SKILLS

Student performance in the child care setting can be evaluated with the Participation Evaluation forms included in the *Student Laboratory Manual*. One master form is provided in each unit. The instructor can decide how many times to evaluate each student. Before the student is evaluated, the instructor and student should have a planning conference. During the conference the student and instructor may go over the Participation Evaluation form. The instructor may fill in the specific behaviors to be evaluated during the participation experience. After the instructor evaluates the student, a follow-up conference provides an opportunity for the instructor to give feedback to the student. The evaluation conference is more effective when held as soon as possible following the participation experience.

Students are provided also with a self-evaluation check list at the end of the units. These forms can be used by students to evaluate their own performance.

AFFECTIVE EVALUATION

Affective evaluation involves examining student's attitudes or feelings. Attitudes are reflective of the student's system of values or beliefs. As students strive to achieve the performance objectives, they are also forming attitudes about caregiving. In the classroom and lab, students display their attitudes in different ways. For example, they show interest, enthusiasm, commitment, diligence, patience, and many other attitudes.

If attitudes are to be evaluated in the course, students should be provided with a list of affective performance objectives. For example, students might be asked to "Demonstrate commitment to the caregiving profession by joining a professional organization."

These materials do not include specific affective performance objectives. Instructors may decide which attitudes are appropriate to encourage in their students. However, several elements of the materials are useful for examining students' affective performance: case studies, role playing, essay questions, conferences with the students, and rating scales.

Evaluation of the student's abilities should include evaluation of knowledge, pyschomotor skills, and attitudes. In whatever ways instructors choose to evaluate student performance, the specific requirements of the course and the evaluation criteria should be stated clearly to the students at the beginning of the course.

Students with Special Learning Needs

Community and junior colleges have traditionally offered educational opportunities to students with a wide variety of interests, needs, and abilities. Instructors are encouraged to meet the special learning needs of these students through individualized instruction and learning. Through individualized instruction and learning instructors can provide for *all* students without labeling special needs students and making them conspicuous within the group.

Students with special learning needs in the community or junior college might have some of the following characteristics:

- Limited English proficiency
- Underdeveloped reading skills
- Underdeveloped writing skills
- Underdeveloped study skills
- Physically handicapping condition
- Speech or language disability
- Audio learner
- Visual learner
- Kinesthetic learner
- Gifted or talented learner

While most community and junior colleges offer special services and resources to students with these and other special learning needs, classroom instructors must find ways to promote learning by working *with* each student's abilities.

Both the *Student Laboratory Manual* and the *Instructor's Guide* can assist instructors in providing individualized instruction and learning. Because the performance objectives are written with only the behavioral elements listed at the beginning of each unit, instructors can determine conditions and evaluation criteria for each individual student.

The Student Laboratory Manual features units with a variety of lab experiences. Students are exposed to the real world of child care and given the opportunity to participate. Hands-on experiences are highly effective with most special needs students because such students learn best by doing. Instructors and students can select experiences which will best meet the needs and match the learning abilities of the students. Instructors should feel free to modify learning objectives or create new labs to accommodate students.

The *Instructor's Guide* also features a variety of suggested classroom learning experiences. Some experiences are basic and simple, others are more challenging. Instructors can assign to students those activities which best meet their needs and match their learning abilities.

Instructors may find some of the following tips useful in serving students with special learning needs:

- Identify students' learning abilities and styles at the beginning of the course.
- Identify students' interests and needs at the beginning of the course. A simple questionnaire will give students an opportunity to provide information which will help you meet their learning needs.
- Work with each student individually to identify learning goals, objectives, experiences, and evaluation criteria.
- Check the reading level of the printed matter you plan to use. This can be done by using one of the simple readability formulas. Details on how to use the Fog Index follow this section.
- Use textbooks or media in a student's dominant language.
- Adapt the reading level of written materials by rewriting important sections at a lower reading level. Advanced students might do this, and in doing so, consolidate the materials in their own minds.
- Provide the option of oral rather than written tests.
- Have students maintain a vocabulary list of terms associated with your course.
- Review often key concepts, points to remember, directions, etc.
- Encourage students to ask questions when they do not understand. Check students' understanding by asking them to repeat back in their own words key concepts, points to remember, directions, etc.
- Break information down into small steps when possible. Identify the elements which compose a concept or skill. Provide step-by-step instruction.
- Involve more than one sense in a learning activity.
- Have students work in pairs or groups, matching students for maximum learning potential.
- Use learning centers so that students may select centers which best meet their needs. Vary the level of challenge among the centers.
- Provide plenty of time for students to complete assignments or classroom learning experiences. Have optional activities available for students who complete their work before others.

Determining Readability with the Fog Index

Robert Gunning, in *The Techniques of Clear Writing*[1], established a readability yardstick known as the Fog Index. Using this readability formula helps instructors determine the reading level of printed matter to be used by students. To find the reading level of textbooks, handouts, or other printed matter, follow these steps:

STEP 1. Count the number of words in successive sentences, stopping with the sentence that ends closest to a 100-word count. Divide the number of words by the number of sentences to determine the average sentence length of the passage. (If the piece is long, it is wise to analyze several 100-word passages, spaced evenly throughout the work.)

STEP 2. In the 100-word sample, count the number of words containing three or more syllables. These are considered difficult words. Do not count proper names, combinations of short words (like bookkeeper or chairperson), or verb forms made three syllables by the addition of suffixes such as -ing, -ed, or -es (like trespasses). Figure the percentage of difficult words by dividing the number of words in the passage into the number of difficult words.

STEP 3. Add the average sentence length and the percentage of difficult words and multiply this figure by 0.4. The resulting number is the Fog Index or approximate reading grade level of the passage. A Fog Index of 13, 14, 15, 16, and 17 represent college freshman, sophomore, junior, senior, and graduate respectively.

EXAMPLE

According to the Fog Index, the following passage is approximately 10th grade reading level.

> The thinking which occurs before action is taken is one way to define planning. Planning comes first. Planning involves decisions about what goals and objectives should be set and how the organization will go about

[1] Gunning, Robert. *The Technique of Clear Writing*. New York: McGraw-Hill, 1968.

achieving these goals and objectives. Another way to describe planning is that it answers the questions: what, when, where, how, and by whom? Establishing or becoming aware of goals and objectives is the first step in planning. Goals are general statements that tell where the organization hopes to be at some point in the future. Goals are sometimes considered a finishing point.

STEP 1. $\frac{97 \text{ (number of words in passage)}}{7 \text{ (number of sentences)}}$

= 13.9 average number of words per sentence

STEP 2. $\frac{10 \text{ (number of difficult words)}}{97 \text{ (number of words in passage)}}$

= 10.3% difficult words

STEP 3. (13.9 + 10.3) x 0.4 = 9.7 Fog Index or approximately 10th grade reading level

Performance Objectives

Program Planning, Implementation, and Evaluation
Unit I

Planning

- Analyze types of child care programs.
- Outline procedures for conducting a community needs assessment for child care services.
- Summarize your philosophy of child caregiving.
- Summarize state licensing standards pertaining to program planning.
- Analyze types of grouping patterns appropriate for child caregiving which would be in compliance with state licensing standards.
- Develop a conceptual framework which could serve as a basis for developing a comprehensive curriculum for a child care program.
- Describe ways that staff members, parents, and board members can be involved in program planning.

Implementation

- Analyze the director's role in implementing a child care program.
- Identify supplies and equipment needed for program implementation.

Evaluation

- Explain the importance of ongoing and periodic evaluation of a child care program.
- Use a variety of procedures to evaluate a child care program.

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Four Nursery Schools.

Integration of Handicapped and Nonhandicapped Preschool Children—Parents' Prespectives.

Nursery School.

What is Family Day Care?

Suggested Classroom Experiences

Planning

OBJECTIVE

Analyze types of child care programs.

TRANSPARENCY: Show students Transparency 1 which lists the eight categories of child care programs as used in this guide. KEY QUESTIONS: In what other ways could child care programs be grouped? Why is terminology associated with child care program types sometimes confusing?

CHARTS: Divide the class into eight teams. Assign each team one of the eight program types to investigate. Students can use library references, interviews, observations, or firsthand experiences to collect their information. Have students compile their findings on the form provided by Handout 1. Provide class time for teams to report on the programs. Copies of each team's information sheet might be made for each class member. Students might like to make large posters of the information sheets. All eight posters could be displayed for students to compare program characteristics. KEY QUESTIONS: Did the programs have some characteristic in common? In what ways do the programs differ? Why is it sometimes difficult to classify a child care program into one of these categories?

DISCUSSION: Provide ample class time for students to discuss Lab Experiences 1-8 in which they visited various types of child care programs. Have students who were not able to visit some programs share with those who did. KEY QUESTIONS: Which programs seemed to have the clearest understanding of their goals? How do you think the sources of funding affect the programs and curriculums? How good were the programs at actually working toward their goals? What explanation can you give for programs that do not seem to be working toward their goals? What was the most common type of grouping pattern for children? How did the programs differ in the type of curriculum offered? How did programs differ in the type of services offered?

BRAINSTORMING: Divide the class into small groups. Provide each group with two large sheets of newsprint or poster board and felt-tip markers. Ask each group to brainstorm about the advantages and disadvantages of directing each of the eight types of programs. Have students list the advantages and disadvantages of the program they are discussing. After students are finished, invite the groups to share their lists and a summary of their discussion.

TRANSPARENCY: Show students Transparency 2 which lists the kinds of services which might be offered in a child care program. KEY QUESTIONS: Which services are most commonly offered in child care programs? Which services are least common? Why? Which services do you think should be offered by most child care programs?

PRESS CONFERENCE: Divide the class into teams. Ask each team to research and find out about one of the types of child care services. The students' goal is to become thoroughly acquainted with one type of service so that they can conduct a "press conference." In class, have the teams present their information through the press conference format. The other students act as members of the press and ask questions of the team about their service. Students who are going to be members of the press should prepare questions ahead of time. [NOTE: As the instructor, you might also prepare a list of questions to be sure all important information about each type of child care service is shared. It might also be good to have only one or two press conferences per class period in order to give students enough time to discuss the topic.]

DIRECTORY: Ask students to prepare a directory of the child care programs and services offered in the community. Students can use the telephone book or a list of licensed programs available from your local licensing office. Students might use a format similar to the illustration below.

DIRECTORY OF CHILD CARE PROGRAMS

Program Name and Address	Type	Services	Grouping	Curriculum

Another similar format might include a key whereby the type of program, service, grouping pattern, etc., could be coded. Columns could be smaller and students could write down the code letters instead of spelling out the type of program or services.

MAP: Use a city map to make a wall display. Have students use map pins to pinpoint the location of each child care program in the city. Small slips of paper or colored map pins could be used to color code the types of programs. Have students analyze the map. KEY QUESTIONS: Where are the child care programs clustered in the city? What types of populations are they serving? Which areas seem to be void of child care programs? Why? Where might other programs be needed? Would someone planning a new child care program benefit by making such a map? Why?

CHECK LIST: Write on the chalkboard the question, "What is quality child care?" Ask the class to brainstorm and list all those elements which go into a quality child care program. Using this list and other check lists found in references have students develop a "Quality Child Care Check List." Such a check list could be used by parents to evaluate a child care program. KEY QUESTIONS: What elements are essential in a quality child care program? How are quality child care programs developed and maintained? What role does the director play in ensuring quality child care?

ROLE PLAY: Have students role play telephone conversations between parents looking for child care and an information and referral service. In this way students practice using their knowledge of the city's child care programs. [PREPARATION: Before class prepare some role play cards. On each card describe a parent with a particular set of child care needs.] A student role playing a parent selects one of the cards and calls the information and referral service with his or her need. The student role playing the staff member at the information and referral service counsels the parent and gives him or her a list of programs which might meet the stated need. [NOTE: Students interested in an extra challenge might research and find out about the new role of information and referral services in the child care industry. If you have such a service in your community, invite the director to speak to your class.]

OBJECTIVE

Outline procedures for conducting a community needs assessment for child care services.

POSTERS: Have students work in groups to develop a community profile poster. Each poster would illustrate such data as population statistics, ethnicity, income statistics, family configurations, industries, etc. To find this information students will have to do some research. The city's planning office, the U.S. Census Bureau, the planning committee of the United Way, or the local school district often has such information. The groups of

students might work together to coordinate their efforts by contacting one agency each. Provide a place for students to display their community profile posters. Discuss your community. [NOTE: If this activity is not practical for your students, you might be able to find posters or charts showing this information prepared by a community agency such as the United Way or the city's planning office.] KEY QUESTIONS: What is our community like in terms of ethnicity? What major industries do we have here? What is the population density of various areas of the city? What kind of families do we have? Why is it important for planners of child care programs to have this knowledge of the community before starting a child care program?

GUEST SPEAKER: Invite a guest speaker to visit with the class about the importance of conducting a market analysis or needs assessment before beginning a business. You might check with your local office of the Small Business Administration or a mid-management faculty member at your college for a speaker.

DISPLAY: Collect examples of need assessment surveys. Ask students to examine the surveys. KEY QUESTIONS: What are the basic parts of a survey? Why is it important to obtain demographic data? Is demographic data important for a needs assessment for child care services? How are needs assessment survey questions usually worded? How long are the surveys? Is the purpose of each survey clear? Are the direction clear? What effect does a neat and attractive survey have?

HANDOUT: Give students a copy of Handout 2 which gives some guidelines on developing a survey instrument. Have students practice writing questions. Ask students to exchange questions with a partner to obtain feedback.

SURVEY: Have each student develop a needs assessment survey for child care services. Using the information they have from their examination of sample surveys and Handout 2, have students write the questions and lay out the survey on paper. For evaluation purposes, have students exchange and critique surveys. Each student may then revise her or his survey. [NOTE: As a follow-up activity, use one of the surveys to conduct a survey of students on campus. Find out what kind of child care needs they have. Copies of the survey could be given out in various classes and collected for you by the instructor. Have your students tally the results and analyze the needs of students on your campus for child care. Be sure to check with your administration before attempting the survey.]

DISCUSSION: Discuss Lab Experience 9 in which students assisted a child care program director in developing and administering a needs assessment survey. Ask individual students to share their experiences. KEY QUESTIONS: What have you learned about conducting a needs assessment as a result of this experience? Should more than one person be involved in the development of a survey instrument?

CASE STUDY: Read the following case study and discuss it with the students. CASE STUDY: Ms. Golden worked with several members of the board of directors of a prospective child care program to develop a needs assessment of a specific area of her town. The board members knew they wanted to locate the center in that area but wanted to find out what type of services would be needed. The survey instrument was well developed. The format, instructions, and questions were clear. The survey was mailed to every fourth household in the area. The planning of the survey, in other words, was done well. After two weeks Ms. Golden began to worry because only 42 survey instruments had been returned out of 200. All that careful planning seemed to be wasted. KEY QUESTIONS: What does Ms. Golden need to do now? What ideas can you suggest for follow-up of the survey so that respondents are more likely to return the survey instrument? Have students make a list of survey follow-up activities.

MILESTONE CHART: Using the form on Handout 3, have students prepare a milestone chart which will illustrate the steps that need to be taken in the preparation, administration, and analysis of a needs assessment survey. The activities to be done are listed in order down the left column. Have students work with a four-week timetable. Dates are listed across the top of the form. A triangle is drawn in the space beside each activity at the time it is to take place. Through this activity students develop an outline of how to conduct a community needs assessment survey.

OBJECTIVE

Summarize your philosophy of child caregiving.

HANDOUT: Give students a copy of Handout 4 which will help them think about their values and beliefs about child caregiving. After students have completed their forms, have them share their ideas in small groups. KEY QUESTIONS: Where have your beliefs about child care come from? Do you feel the way you do because of your past experiences? What role has your education played in forming your beliefs about child care? Will you feel differently a year from now?

Q-SORT: Give each student an envelope with 10 note cards or slips of paper. Ask students to think about those things that they feel most strongly about as child care professionals. Have students write down on each card one value or belief that they hold regarding child caregiving. Next, ask students to prioritize their cards by placing them into one of three categories. Category 1 can represent those values which are of greatest importance, those values for which students would make personal sacrifices. Category 2 can represent those values which are important but not always followed. Category 3 might represent those values which students want to follow but often find it difficult to do so. Other categories might be used or you might prefer for students to simply arrange the values in order from least to most important. Have students make a copy of their list of

values on a separate sheet of paper for their own personal reference before going on to the next phase of this activity. Collect the envelopes. Take out the note cards from each. On a large table work with the class to sort all the values into common groups. If your class is large, divide into groups of about 10 students and distribute the envelopes evenly. The goal is for students to identify those values which are held by most of the members of the class. On the chalkboard, write down the three most commonly held values. KEY QUESTIONS: How might such an activity help a group of child care program planners develop a program's philosophy? Did some of the values expressed by class members appear to conflict? If so which ones? What could these individuals do to resolve the conflict(s) if they were planning a child care program together?

WRITING: Ask each student to write a one-page statement of philosophy of child caregiving. Give the students at least a week to work on this statement so that it is clear and concise. Collect these papers. The last week of class, give students the same assignment. At the last class meeting return both copies of the statement of philosophy to each student. KEY QUESTIONS: How has your philosophy of child caregiving developed? How has it changed as a result of the training you have received? Why is it so difficult to prepare a statement of philosophy?

OBJECTIVE

Summarize state licensing standards pertaining to program planning.

GAME: Provide copies of the state licensing standards for your state. [NOTE: Contact a local licensing office for copies.] Ask the students to read the sections of the standards which affect program planning. Working in small groups, ask the students to compose a game, quiz, or puzzle which would use the information from the standards. The groups can then exchange their games, quizzes, or puzzles.

TAPE RECORDING: Use a tape recording as an individualized learning activity. [PREPARATION: Record a set of questions and answers about state licensing standards which pertain to program planning.] The student listens to a question and writes an answer after researching the guidelines. The tape is turned on again for the student to hear the correct answer.

GROUPING IS AFFECTED BY:

- Space Available
- Licensing Standards
- Staff
- Children's Needs
- Program Philosophy

OBJECTIVE

Analyze types of grouping patterns appropriate for child caregiving which would be in compliance with state licensing standards.

POSTER: Use a poster similar to the illustration on the left to stimulate a discussion of the factors which affect decisions about grouping. KEY QUESTION: In what ways do each of these factors affect grouping patterns?

TRANSPARENCY: Use Transparency 3 to help students focus on vertical and horizontal age grouping patterns. Lead the class in discussing the advantages and disadvantages of each. Write students' ideas on the transparency. [NOTE: One excellent reference on this topic is an article by Paula Freedman titled "A Comparison of Multi-Aged and Homogeneous Age Grouping in Early Childhood Centers," ERIC Document No. 207- 673.] KEY QUESTIONS: Which grouping pattern is more common in child care settings? Why? What kind of staff qualifications would you require if you chose to use vertical age grouping?

DISCUSSION: Use the inner and outer circles discussion technique to discuss the following questions: What kind of grouping patterns are best for infants and toddlers? Ask students to explain their reasoning. [NOTE: The inner and outer circles discussion is conducted by dividing the class into two groups and arranging them in circles. The inner circle is surrounded by the outer circle. Give students the question or statement to be completed. The inner circle discusses the question for four minutes while the outer circle listens. Groups change places and the second group discusses the question, commenting upon remarks made by the first group. If desired, the first group may return to the inner circle and rebut any comments made by the second group.]

CARTOONS: Have students develop a comic strip illustrating the contrast between caring for small groups of children and caring for large groups of children. Students could work individually or in pairs. Have students draw their cartoon on poster board(s) so that it can be displayed in class. Titles suggested for the cartoon might be "The More the Miserable," "The Old Caregiver in the Shoe," or "All's Noisy on the Western Front." [NOTE: This activity might be used to follow a lecture on research which shows the effects of overcrowding children in child care settings. The point for students to understand is that smaller groups with consistent caregivers create a healthier child care environment.] KEY QUESTIONS: For horizontal age grouping, what should be the maximum group size? What would be the ideal? What do the state minimum standards say about group size? For vertical age grouping what is the maximum group size? What would be the ideal? What causes overcrowding in some child care programs? How can directors avoid having too many children in a group? Does group size vary with age? Why?

DISCUSSION: Discuss students' observations of grouping patterns in various programs, Lab Experiences 1-8. On the chalkboard list all the variations observed. Ask students to recall group sizes as well. KEY QUESTIONS: How did the program's philosophy relate to the grouping pattern observed? How is the curriculum affected by the grouping pattern?

OBJECTIVE

Develop a conceptual framework which could serve as a basis for developing a comprehensive curriculum for a child care program.

DISCUSSION: Discuss the "who, what, when, why, and how" of curriculum development for child care programs. [PREPARATION: Prepare a set of cards similar to the illustration below. Prepare enough sets so that each member of the class will have a card.]

Who _____

_____?

What _____

_____?

When _____

_____?

Why _____

_____?

How _____

_____?

Pass out one card to each student. The students complete their questions so that they relate to some aspect of curriculum development. For example, "Who is responsible for curriculum development?" "When should program planners develop the curriculum?" "Why is a written curriculum document needed?" or "How is the curriculum document to be used?" After each student has written a question, have all students with similar questions form a group. All the "why's" discuss the answers to the questions they have asked, and so on with the other groups. Then form new groups so that a "who," "what," "when," "why," and "how" are in each group. Have the members now discuss the questions asked in their first groups. To summarize their discussions, students could complete a handout with space for questions and answers about curriculum development. [PREPARATION: Prepare a handout with the following sections: Who, What, When, Why, and How. Leave space for students to summarize the main questions and responses discussed. You might prefer to write this on the chalkboard and have students make a summary in their notebooks.]

HANDOUT: Give students a copy of Handout 5 on group consultation. Discuss this method of conducting a group meeting for the purpose of curriculum planning. KEY QUESTIONS: What advantages does this type of group meeting have over other types of meetings? How can this type of meeting be used by a curriculum planning committee? In what ways can the chairperson ensure that each member has a chance to speak? Why would it

be important for group members to practice good listening skills? When might this style of meeting be inappropriate? [NOTE: Information and activity ideas for communication skills are presented in *Administration of Child Care Programs: Business Management,* Unit I, General Competencies.]

SIMULATION: Have students simulate the first meeting of a curriculum planning committee in which the child care program's philosophy is discussed. Divide the class into groups of four to six students each. Ask students to think of themselves as a curriculum planning committee. Their first task is to develop a program philosophy which will guide them in planning the curriculum. Using the group consultation style of meeting, have students prepare a concise statement of philosophy for their child care program. Such a statement will reflect the values and beliefs that the groups hold for children in group child care settings. [NOTE: Retain these same groups for subsequent simulation activities which focus on development of the conceptual framework.]

TRANSPARENCY: Show students Transparency 4 and discuss the four cornerstone concepts found in most curriculum models for young children. KEY QUESTIONS: Why is it important to base a curriculum on the developmental needs of young children? What are the features of a multicultural curriculum? How does the curriculum promote the concept of equality of the sexes? Why is individualized learning important in the curriculum for young children? [NOTE: Students might research each of these concepts and make class presentations. As you evaluate the frameworks developed by students in the coming activities, check for the inclusion of each of these concepts.] What other concepts do you think are essential in developing quality curriculums for child care programs?

RESEARCH REPORTS: Have students study various curriculum models for young children's programs. Give students a copy of Handout 6 with directions on conducting their research. In class, provide time for students to share their information. [NOTE: The number and variety of curriculum models can leave students confused. It might be helpful for you to give students a list of programs to research. Some models which might be included are:

- The Ypsilanti Early Education Program based on Piaget's theory of development
- The British Infant Schools, models of the open concept
- The Early Childhood Program of the Banks Street College of Education
- The ANISA model developed by the Center for the Study of Human Potential, University of Massachusetts
- The Engelman-Becker Model based on the behavior modification approach
- The DARCEE model developed at the George Peabody College for Teachers
- The Tucson Early Education Model
- The Montessori approach

There are many other curriculums developed for young children. See references listed at the beginning of the unit.]

SIMULATION: Have students continue their simulation of a curriculum planning committee. At this meeting of the committee, the members are to brainstorm and consult to develop a list of goals for their curriculum. The secretary of the group writes down each idea or goal mentioned on a separate note card or slip of paper. After the members of the group have exhausted their ideas, they can sort the cards and organize them into some logical pattern. Students can organize goals into developmental areas or content areas such as science, reading, mathematics, etc. Students work to refine their goal statements and then prepare a final copy.

FOLDER EXCHANGE: Use folders with an appropriate goal for young children printed on the outside to help students generate objectives. [PREPARATION: Using the set of goals prepared by one of the groups in the above activity, or another set of goals, write one goal statement on the outside of a file folder with a felt-tip marker. Inside the folder place several blank sheets of paper.] Divide the class into groups so that each group has a different folder. Give each group a number and a folder. Ask each group to list objectives that would help a child meet the goals listed on the outside of the folder. The group writes its list of objectives on one of the sheets of paper. After each group has completed its list, a group member folds the sheet in half so the list will not show. On the outside of the sheet the group places its group number. Now the groups exchange folders and repeat the process. When they are finished with the list of objectives, each group can open up the lists of the previous groups and compare. Exchange continues until each group has its first folder back. In this way, students can see how many objectives can be derived for one goal. [NOTE: Before students can do this activity, they should know how to write behavioral objectives. Activities and information on writing objectives can be found in *Administration of Child Care Programs: Business Management,* Unit I, General Competencies.]

SIMULATION: Have students complete their simulation of a curriculum planning committee. The groups now use their list of goals to develop specific objectives for each goal. The end product of their work should be an outline or framework of goals and objectives upon which their child care curriculum will be based. The frameworks might be copied for other class members. KEY QUESTIONS: Why should a framework be developed for a child care program? How should this framework be used by the caregivers? How can the curriculum planners achieve the right balance between too much or too little detail in the framework? How will activity ideas be stimulated by the framework?

FILMS: View film or video tape of young children in a child care setting. Stop the film after each sequence of activities. Ask students to identify possible goals and objectives which might be promoted by the activities just viewed. Help students learn to relate what actually happens in a child care setting to the curriculum framework.

OBJECTIVE

Describe ways that staff members, parents, and board members can be involved in program planning.

BRAINSTORMING: Divide the class into small groups. Ask the groups to brainstorm about ways that staff members, parents, and board members can be involved in program planning. Ask the groups to compile a list of their ideas. After the groups have concluded their discussions, have them write their list of ideas on the chalkboard. Discuss the variety of ideas with the class. KEY QUESTIONS: What perspective does the staff member bring to the curriculum planning process? What perspective does the parent bring? What perspective does the board member bring? If you are just planning a program and have not opened yet, how can you ensure some input from parents and staff?

PANEL: Invite individuals experienced in curriculum planning for child care programs to participate in a panel discussion. Find, if possible, a director, parent, staff member, and board member, to be on the panel. Ask the members to share their experiences in planning a curriculum. KEY QUESTIONS: How did you decide on your curriculum goals and objectives? Did your curriculum plan work? How long did it take for you to develop the curriculum? How many individuals were involved?

Implementation

OBJECTIVE

Analyze the director's role in implementing a child care program.

TRANSPARENCY: Show students Transparency 5 which is a partial list of the director's responsibilities in implementing the child care program. Discuss the items with students. List additional items that might be mentioned by students in the space provided. [NOTE: More information about regulations, operating policies, hiring staff, and motivation can be found in *Administration of Child Care Programs: Business Management.* Evaluation and staff training are discussed elsewhere in this guide.]

DISCUSSION: Discuss Lab Experience 12 with students. Ask students to describe their experiences in observing a curriculum in action and discuss the key questions. Several students may have found that some programs do not have a written curriculum plan. You might discuss the reasons for this and have students suggest ways that the programs might begin a curriculum planning project. Other students might have encountered programs in which the caregivers in each room did their own curriculum planning. Discuss the advantages and disadvantages of various approaches to curriculum planning.

ACTIVITY FILES: Have students design a system whereby caregivers could organize activities and learning experiences. Such a system would be based upon the conceptual framework in the curriculum document. On activity cards, space should be provided for caregivers

to write down what objectives and goals the activity is appropriate for. Students can collect some sample activities to illustrate how their filing system works. In class provide a sharing time for students to exchange ideas for organizing activity files. KEY QUESTIONS: If such a system were used throughout a child care center, what benefits can you see? Should a director require staff to use such a system? Why?

DISCUSSION: Discuss Lab Experience 13, in which students observed caregivers in a weekly planning session. Discuss the variety of ways that caregivers make plans for children's learning experiences. KEY QUESTION: How can a director make sure that caregivers are making plans?

OBJECTIVE

Identify supplies and equipment needed for program implementation.

SIMULATION: Using their curriculum framework as a guide, have students identify supplies and equipment that would be needed. Divide the class into groups of three. Have some of the groups plan for a multi-age group of preschool children, some for a group of four-year-olds, and some for a group of infants. Provide several copies of supply and equipment catalogues for early childhood programs. Give students a copy of Handout 7 to use in recording their lists of supplies and equipment. Ask that students also record the prices for the items needed. For each item, students also give a rationale which will state what goal objective in the curriculum will be supported by the item. KEY QUESTIONS: How are the list of supplies and equipment different for each of the three groups of children? Which curriculum seems to be the most expensive? What items on your list are essential? Are there some items that you could do without? What role can caregivers play in helping a director identify supplies and equipment needed for a program? Why is it important to justify or show how each item helps support the goals and objectives of the curriculum?

Evaluation

OBJECTIVE

Explain the importance of ongoing and periodic evaluation of a child care program.

TRANSPARENCY: Show students Transparency 6 which illustrates the two types of evaluation: formative and summative. Formative evaluation takes place during the planning and implementation stages of program development. Summative evaluation takes place at the end of a certain time period or the end of a project. For example, the curriculum might be evaluated annually. Ask students to give examples of both types of evaluation. KEY QUESTIONS: Why are both types of evaluation important? How does type of evaluation help improve child care programs? [NOTE: A variety of classroom experiences on evaluation are presented in the instructor's guide of *Administration of Child Care Programs: Business Management,* Unit I, General Competencies.

You might wish to use these activities at this point in relation to program evaluation or review some of the activities if your class has already covered this guide.]

HANDOUT: Give students a copy of Handout 8 which gives the steps in conducting a summative evaluation. KEY QUESTIONS: Why is it important to base the evaluation on goals and objectives? How can you measure unexpected outcomes of the program that were not originally planned for? What is the difference between interpreting results and making recommendations? What is the most critical step? Why? [NOTE: The most critical step might be Step 3, deciding which evaluation techniques or tools to use. The techniques or tools used should measure what you want them to measure. The techniques or tools should match the evaluation goals, not the other way around. Results of the evaluation can be invalid if the wrong techniques or tools are chosen.]

OBJECTIVE

Use a variety of procedures to evaluate a child care program.

HANDOUT: Have students analyze the applications, advantages and disadvantages of various evaluation techniques. Give students a copy of Handout 9 for recording their findings. [NOTE: Refer students to the references listed at the beginning of the unit for details concerning each of these techniques.] KEY QUESTIONS: Which techniques are suitable for evaluating a child care curriculum? How do norm-referenced tests of children's development help in the evaluation of a curriculum? Why is it sometimes difficult to find just the right technique to use in evaluating a child care program? What precautions should directors keep in mind when evaluating their program? What advantage might there be in using more than one technique to evaluate a child care program?

DISPLAY: Prepare a display of various evaluation tools or instruments. Try to include an example for each of the techniques listed on Handout 9. KEY QUESTIONS: How easy would it be to use each of these tools? Which of these tools could be used to find out how parents feel about the program?

CHECK LIST: Have students develop a criterion-referenced test in the form of a check list for evaluating a curriculum. Using the curriculum framework developed in a previous activity, have students prepare a list of items that could be observed in the performance of young children. For example, if one of the objectives in the framework was to have each child be able to categorize shapes, the item on the check list might read: "Can categorize five different shapes when presented with a set of ten shapes." "Yes" and "no" columns should appear beside each item for marking the results. A third column for comments can also be included. Help students understand that such a check list used in evaluating the curriculum in terms of each child's performance should be based on the stated goals and objectives of the curriculum.

Provide time for student to exchange check lists and give each other feedback. If possible some students might like to develop check lists based on the curriculum of the center where they do their labs or work. Students could then try using the check list with children at that center.

DISCUSSION: Discuss Lab Experience 14 in which students developed or used some type of evaluation technique to evaluate one aspect of a child care program. KEY QUESTIONS: Is evaluation, such as this, worth the effort? Are some aspects of a program easier to evaluate than others? If so, which ones? Why?

Program Planning, Implementation, and Evaluation Unit I Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ The early childhood program originally intended to prepare low income children for public school is the
   A. federally funded Title XX program.
   B. Head Start program.
   C. church-affiliated program.
   D. university-affiliated program.

2. _____ A child care center has prepared a curriculum document. The section of the document which is sometimes called the conceptual framework is:
   A. Statement of Philosophy.
   B. Goals and Objectives.
   C. Learning Units and Centers.
   D. Learning Strategies for Young Children.

3. _____ A service whereby children with special needs are cared for in a regular child care setting is known as
   A. drop-in care.
   B. mainstreaming.
   C. after school care.
   D. gifted and talented.

4. _____ Parents are likely to have better attendance on the job if they are using
   A. employer-sponsored child care.
   B. church-affiliated child care.
   C. after school care.
   D. a family day home system for child care.

5. _____ Parents of "latch key" children are choosing this option instead of
   A. infant and toddler child care.
   B. mainstreamed child care.
   C. after school care.
   D. drop-in child care.

6. _____ Before beginning any child care business, the planners should first
   A. prepare a start-up budget.
   B. remodel their site.
   C. conduct a market analysis.
   D. plan the curriculum.

7. _____ One advantage of vertical or multi-age grouping is that
   A. planning is easier for the child caregivers.
   B. older children can set an example for younger children.
   C. less equipment and supplies are needed.
   D. younger children do not need as much attention from the caregivers.

8. _____ One efficient way to visually analyze the child care programs and services in an area is to
   A. photograph each child care center and prepare a display.
   B. obtain the blueprints for the building of several child care centers.
   C. study the yellow pages in the phone book.
   D. plot and label programs on a city map.

9. _____ In preparing a needs assessment survey, a director would *not*
   A. tighten the spacing to keep the survey as short as possible.
   B. have a new set of directions each time the question format changes.
   C. ask questions about the families' level of income.
   D. test the survey before sending it out.

10. _____ To encourage survey participants to respond to a survey, it would be best to
   A. follow-up with a reminder post card.
   B. phone the respondents each week until the survey is returned.
   C. go by the respondents' residences and get the surveys.
   D. have the participants come to one central location to fill out the survey.

11. _____ In group consultation, members of the group
   A. take note of who suggests the best ideas.
   B. focus on ideas instead of personalities.
   C. make decisions based on the opinion of the chairperson.
   D. avoid discussing conflicting ideas.

12. _____ The written child care program curriculum
   A. should be strictly followed by the caregivers.
   B. is primarily a document for parents and board members.
   C. should be used only as a guide by caregivers.
   D. should be developed only after the program has been in operation for a year.

13. _____ The first activity of curriculum design is to
A. construct a conceptual framework.
B. develop an evaluation plan.
C. develop the program's philosophy.
D. make learning experience files.

14. _____ A concept which is *not* one of the four cornerstone concepts of a good child care curriculum is
A. preparing children for elementary school.
B. individualizing learning.
C. offering a multicultural focus.
D. basing the curriculum on children's developmental needs.

15. _____ The curriculum model which focuses on Piaget's theory of child development is the
A. DARCEE model.
B. Ypsilanti Early Education Program.
C. Engleman-Becker model.
D. Montessori approach.

16. _____ The curriculum model which focuses on behavior modification principles is the
A. DARCEE model.
B. Ypsilanti Early Education Program.
C. Engleman-Becker model.
D. Montessori approach.

17. _____ Implementing the child care curriculum is primarily the responsibility of the
A. director.
B. board of directors.
C. parents.
D. caregivers.

18. _____ A child care director has recently added infant care services to the program. A consultant from the health clinic was invited to assess the infant health care routines. This form of evaluation is known as
A. action evaluation.
B. formula evaluation.
C. summative evaluation.
D. formative evaluation.

19. _____ At the end of the first year of operation of the infant program, the director surveys the parents about their satisfaction with the program. This form of evaluation is known as
A. action evaluation.
B. formula evaluation.
C. summative evaluation.
D. formative evaluation.

20. _____ For each item ordered for the child care program, the director should
A. determine what objectives would be promoted by that item.
B. be sure the item can be used by children of different ages.
C. have input from parents.
D. always purchase the lowest priced item.

21. _____ The most critical step in evaluation is
A. the selection of the evaluation method.
B. review of goals and objectives for the aspect of the program to be evaluated.
C. forming recommendations.
D. deciding who will conduct the evaluation.

22. _____ An observation technique in which observations are taken at set intervals is called
A. events sampling.
B. time sampling.
C. specimen description.
D. a running record.

DIRECTIONS

For Items 23-25, write a short essay.

23. What kind of information should be gathered on a needs assessment survey for child care services?

24. Summarize your philosophy of child caregiving in one concise paragraph.

25. How can you tell if a program has a multicultural approach?

Performance Objectives

Facility Development and Maintenance Unit II

Facility Development

- Summarize existing local, state, and federal regulations which apply to child care facilities.
- Formulate guidelines for the selection of a location for a child care facility.
- Analyze physical space needs for a quality child care facility.
- Evaluate designs for indoor and outdoor child care environments.
- Describe ways that a child care facility can reflect the multicultural nature of a community.
- Identify ways that a child care facility can accommodate children with special needs.
- Formulate guidelines for working with an architect on the design of a child care facility.
- Analyze an existing facility in order to recommend remodeling tasks.

Facility Maintenance

- Develop a maintenance calendar for a child care facility.
- Demonstrate the ability to use basic maintenance tools for minor repairs or scheduled maintenance tasks.

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AUDIOVISUALS

Come In and Play.
Come Out and Play.
Dimensions of Teaching–Learning Environments.

Suggested Classroom Experiences

Facility Development

OBJECTIVE

Summarize existing local, state, and federal regulations which apply to child care facilities.

CHECK LIST: Give each student a copy of your state's licensing standards for child care programs. Ask each student to study the standards and underline or highlight all regulations which would apply to the child care facility. After they study the standards, have the students prepare a check list which includes all requirements for the child care facility. Students can exchange and evaluate each others' check lists for accuracy. KEY QUESTIONS: What seems to be the underlying purpose of these regulations which affect the facility? What course(s) of action can be taken if a facility is unable to comply with one of the regulations?

PANEL DISCUSSION: Arrange for a panel discussion on regulations affecting child care facilities. Invite a representative of the licensing office, the zoning commission, fire marshals office, building inspection office, etc., to participate in the discussion. Ask the speakers to address how regulations from their various agencies affect the child care program. [NOTE: If possible obtain copies of laws, regulations, inspection forms, etc., for students to examine.]

CHECK LIST: Have students extend their check list of licensing standards to include all other regulations affecting the child care facility. Students can draw upon the panel discussion or do independent research. Give students the opportunity to exchange information. Students should be able to summarize existing local, state, and federal regulations which apply to the child care facility as well as be able to identify contact persons and agencies in the community which enforce these regulations. KEY QUESTIONS: How can such a check list help a building committee, or a board of directors, or an architect? Who is ultimately responsible for seeing that the child care facility complies with all regulations?

OBJECTIVE

Formulate guidelines for the selection of a location for a child care facility.

POSTER MAPS: Have students analyze locations of existing child care facilities in your area. Begin by having students conduct Lab Experience

15 in which they are to evaluate the location of an existing child care facility using the rating scale provided. Assign sites to students so that at least one student is evaluating each child care facility in your area. Ask the students to draw a poster map of the child care site and the surrounding area showing streets, neighborhoods, shops, etc. In class have students display and discuss their poster maps and evaluation of the location. KEY QUESTIONS: What seems to be the most important criteria in locating a child care facility? Of the sites evaluated, which seem to be most favorably located? Why? Which seem to be least favorably located? Why? What can be done to overcome weaknesses in location? Discuss each of the criteria listed on the rating scale and what could be done if a site did not meet that criterion.

BRAINSTORMING: Divide the class into small groups. Ask the groups to brainstorm about the advantages and disadvantages of close-to-home and close-to-work locations for child care facilities. Provide groups with newsprint or poster board to prepare a chart summarizing their discussion. Afterward, invite groups to share their charts and explain their discussion to other class members. [NOTE: As a follow-up activity, ask interested students to prepare abstracts on some of the research that has been done to address this issue.]

SIMULATION: Have the students evaluate some existing sites for locating a child care facility. [PREPARATION: Using the classified ads, a real estate agency, or a scouting trip into the community, identify several locations that are presently for sale, rent, or lease. Choose some sites which look like possibilities for a child care facility and some which do not. Include empty lots as well as existing buildings. Prepare a handout listing the addresses of each site.] Divide the class into teams. Ask each team to visit the sites listed on the handout and to evaluate each site as a possible location for a child care center. In class have each team share its evaluation of each site and explain its choice for a child care facility site. As a group students might further discuss the strengths and weaknesses of each site. [NOTE: A variation of this activity might be to have students locate a site for a child care facility in your area using classified ads, a real estate agency, etc. In class students can present their site and explain why it would be a good location. Students could accompany their presentations with photographs, slides, or diagrams.] KEY QUESTION: What criteria should be considered when selecting a site for a child care facility?

OBJECTIVES

Analyze physical space needs for a quality child care facility.

Evaluate designs for indoor and outdoor child care environments.

FLIP CHART: Use a flip chart to help students identify space needs for a child care facility. [PREPARATION: Using a large newsprint tablet

or several sheets of poster board, prepare a flip chart with the following headings, one per page:

- Indoor Learning Area–Preschoolers
- Indoor Learning Area–Toddlers
- Indoor Learning Area–Infants
- Diapering Area
- Restrooms for Children
- Isolation
- Administrative
- Housekeeping
- Entry
- Food Service
- Staff Area
- Parent Area
- Observation
- Outdoor Learning Area–Preschoolers
- Outdoor Learning Area–Infants
- Outdoor Learning Area–Toddlers
- Parking

List any other areas which you might like to discuss.] In class use the flip chart to lead a discussion. Ask students to identify activities or events which take place in each area. KEY QUESTION: Why is it necessary to determine the activities which need to occur in each area before designing a child care facility?

HANDOUT: Give students a copy of Handout 10 after discussing space requirements and how to calculate them for child care facilities. [NOTE: Answers can be found in the Answer Key at the back of this guide. As a follow-up activity, have students research to find out recommended space requirements for other areas in the child care facility. For example, how much space is recommended for storage, administrative areas, circulation or traffic flow, bathrooms, staff and parent areas?]

CHARTS: Using Handout 11 as a form, have students research design guidelines for each of the following areas of the child care facility:

- Preschool indoor learning area
- Infant indoor learning area
- Toddler indoor learning area
- After school children's learning area
- Preschool outdoor learning area
- Infant and toddler outdoor learning area
- Administration area
- Parents' area
- Staff area
- Food service area
- Entry area
- Isolation area
- Housekeeping area

Give students a copy of Handout 12 as an example of the kind of information to include. Duplicate enough copies of Handout 11 so that students have one for each of the areas. [NOTE: As a variation, have students work in groups to research two or three areas and share their findings with other class members.

Refer students to some of the references listed at the beginning of this unit.]

TRANSPARENCY: Show students Transparency 7 which illustrates several energy efficient design ideas. Discuss each of the ideas. Ask students to share examples of buildings that they have seen with these energy conserving design features. [NOTE: As a follow-up activity have several interested students do more research on energy conservation design ideas and present these to the class.] KEY QUESTIONS: Why is energy conservation so important when planning a new facility? How much energy is saved by using these methods? What other methods for conserving energy through building design can you suggest?

TRANSPARENCY: Show students Transparency 8 which illustrates several ideas for acoustical design in a child care facility. KEY QUESTIONS: Why is it important to reduce the noise in the child care facility? Do you want to eliminate all sounds? Why? What kind of floor covering is appropriate for block play? What kind of work or play surfaces might you wish to cover with a pad or fabric? What happens when child care facilities have poor acoustics? What is the effect on the children and the caregivers?

TRANSPARENCY: Show students Transparency 9 which illustrates types of lighting sources for a child care facility. KEY QUESTIONS: What effect does lighting have on a child's health? How does light create mood or define an area? What kinds of lighting would you use to create different moods or define different areas? Where would you want soft light? Where would you want bright light? What kind of activity centers might be located in direct sunlight? in indirect sunlight?

TRANSPARENCY: Show students Transparency 10 which illustrates ways to vary floor and ceiling levels. KEY QUESTIONS: What effect do variety in floor and ceiling levels have on children? In what other ways can you create a platform? How else might you lower the ceiling level? Discuss ways that floor and ceiling levels can be changed in temporary ways as well as permanently.

DISCUSSION: Discuss Lab Experience 17 with students. Ask students to share their observations and sketches of an indoor child care environment. [NOTE: You may wish to coordinate this lab so that each student visits a different facility.]

CHECK LIST: Have students develop a check list for evaluating an indoor child care environment based on their observations in Lab Experience 17 and the design guidelines they prepared. Have students work in small groups and then come together as a class to devise a usable instrument. KEY QUESTION: How can such a check list be used by the director or building committee planning a new child care facility?

FLOOR PLAN FILE: Have students prepare, copy, and collect a variety of floor plans for child care facilities. Students can duplicate copies of their

sketches made for Lab Experience 17. Examples of floor plans can also be found in several of the references listed at the beginning of the unit. Have students make note of design features that they think are especially good for child care facilities. Students can prepare a file to collect their floor plans for study and future reference.

DISCUSSION: Discuss Lab Experience 18 with students. Ask students to share their observations and sketches of an outdoor child care environment. [NOTE: You may wish to coordinate this lab so that each student visits a different facility.]

CHECK LIST: Have students develop a check list for evaluating an outdoor child care environment based on their observations in Lab Experience 18 and the design guidelines they prepared. Have students work in small groups and then come together as a class to devise a usable instrument. KEY QUESTION: How can such a check list be used by the director or building committee planning a new outdoor environment for young children?

OUTDOOR PLAN FILE: Have students prepare, copy, and collect a variety of outdoor designs for young children's play. Students can duplicate copies of their sketches made for Lab Experience 18. Examples of other designs can also be found in several of the references listed at the beginning of the unit. Have students make note of design features they think are especially appropriate for outdoor environments. Students can prepare a file to collect their designs for study and future reference.

DIAGRAMS: Have students practice planning outdoor environments for children. [PREPARATION: Using poster board, draw an outline of a possible lot or area for use as an outdoor play area. Make several different outlines. Include some natural features such as a rock outcrop, stand of trees, hill, creek, etc.] Divide the class into small groups. Ask each group to design an outdoor play area for young children using one of the outlines. Ask the students in each group to sketch in the features, adding the wheel toy path, sand pit, water play area, etc. Students can evaluate their design with the check list they developed in the activity above.

FIELD TRIPS: Take the students on field trips to see exemplary child care facilities and outdoor play environments. Students might wish to record their observations with sketches or photographs. In class discuss the outstanding features of these environments.

OBJECTIVE

Describe ways that a child care facility can reflect the multicultural nature of a community.

SLIDES: Show a series of slides illustrating cultural features in building designs in your community. [PREPARATION: Prepare slides of buildings in your community which communicate culture. You might have several students do this as a special project.] In class

have students identify the features of the buildings which reflect culture. KEY QUESTION: What local cultural features could be incorporated into the building design of a child care center?

BRAINSTORMING: Divide the class into small groups. Ask groups to brainstorm about ways to reflect the community's multicultural characteristics in the facility. Have students focus on characteristics other than structural features of buildings. Students can record their discussion and share their ideas with class members.

OBJECTIVE

Identify ways that a child care facility can accommodate children with special needs.

TRANSPARENCY: Show students Transparency 11 which lists some ways that the environment can be made barrier-free to accommodate handicapped children and adults.

REPORTS: Ask interested students to research and report on legislation which affects the design of a child care facility as it relates to serving handicapped people. KEY QUESTIONS: What, by law, do child care programs need to do to accommodate the handicapped? Are funds available for remodeling facilities to accommodate the handicapped? How can they be obtained? Does a child care facility need to be built with the handicapped in mind, even if the program will not mainstream?

OBJECTIVE

Formulate guidelines for working with an architect on the design of a child care facility.

GUEST SPEAKER: Invite an architect to visit with the class about how to find and work with an architect. KEY QUESTIONS: What qualifications should you look for when choosing an architect? What kinds of questions do you need to ask about the architect or firm? What kind of written agreement or contract needs to be signed? What does the director or program planner need to tell the architect? How do you communicate your needs? After the discussion, have students develop a set of guidelines for working with an architect.

OBJECTIVE

Analyze an existing facility in order to recommend remodeling tasks.

CHECK LISTS: Ask students to examine the check lists and design guidelines that they have prepared in earlier activities. KEY QUESTIONS: How might these check lists and design guidelines help you in evaluating an existing facility as a potential child care center? What kinds of remodeling tasks might be called for? Which kind of tasks would be the most important? How costly are these remodeling tasks?

DISCUSSION: Discuss Lab Experience 20 with students. In this lab experience, students visited a vacant facility and analyzed its potential to house a child care program and made remodeling recommendations. Ask students to share their experience and recommendations.

TRANSPARENCIES: Have students practice analyzing floor plans of buildings in order to determine remodeling tasks necessary for a child care program. Ask each student to sketch out on a transparency the floor plan of a building which might house a child care program. Have students purposely include features that would have to be remodeled. Show each student's transparency in class and discuss it. KEY QUESTIONS: In general, what remodeling tasks would you want to avoid? How do you know when a facility is not going to work for you? That is, when do you go on to look at other facilities?

Facility Maintenance

OBJECTIVE

Develop a maintenance calendar for a child care facility.

BRAINSTORMING: Have students brainstorm about maintenance tasks which must be done in the child care facility. Students can draw upon their readings and their interviews with child care program directors about maintenance. [NOTE: Refer students to some of the references listed at the beginning of the unit. Refer to Lab Experience 21.] Ask students to list tasks on the chalkboard.

HANDOUTS: Give students a copy of Handout 13 which is a form for developing a maintenance calendar. Drawing upon the list of tasks developed in the activity above, have students decide when such tasks should be done. Students can record those tasks in the appropriate month under the column "Inspect/Service." The second large column can be used to make note of any repairs that are to be done. The two "check" columns are used to indicate when a task has been completed.

REFERENCE CARDS: Have students prepare a set of reference cards which will give step-by-step instructions on how to inspect various aspects of the child care facility. Students should study references and develop a card for each of the following items:

- Heating system
- Cooling system
- Water heater
- Electrical system
- Plumbing
- Interior building structure
- Exterior building structure
- Concrete sidewalks, parking area, paving
- Locks and security devices
- Insects and rodents
- Outdoor play equipment
- Fence, gate

Add any other items which students might wish to include.

In class provide time for students to compare notes and make corrections on their cards.

MAINTENANCE FILE: Have students prepare a set of maintenance file cards. Each card lists one large equipment item such as heating system, cooling system, water heater, sprinkler system, walk-in freezer or refrigerator, etc. Information about maintenance, warranty, purchase date, repair record, etc., are recorded. Cards may look similar to the illustration below.

HEATING SYSTEM

Manufacturer: _____ Model No.: _____

Warranty: _____

Purchased From: _____ Phone: _____

Purchase Price: _____ Depreciation: _____

Recommended Maintenance: _____

_____

_____

Emergency Service Phone: _____

The repair record can be listed on the back of the card. KEY QUESTION: Why are such records necessary?

OBJECTIVE

Demonstrate the ability to use basic maintenance tools for minor repairs or scheduled maintenance tasks.

POSTERS: Divide the class into teams. Ask each team to investigate and prepare a poster illustrating some minor repairs and maintenance tasks. Have each group do different things. Tasks to include are:

- Changing or cleaning filters on heating or cooling system
- Fixing a leaking faucet
- Unstopping a drain
- Replacing a blown fuse or switching on circuit breakers
- Replacing an electrical switch or outlet
- Replacing a window pane
- Fixing loose hinges or sticky doors
- Replacing a doorknob
- Repairing a window screen
- Patching dry wall holes
- Painting interior trim and walls
- Painting exterior trim and walls
- Replacing wallpaper
- Replacing loose floor tiles

- Servicing water heater
- Repairing toilet tank problems

Have students display and explain their posters in class.

DEMONSTRATIONS: Have students demonstrate some of the minor repair and maintenance tasks that they illustrated with posters. If possible, give students a chance to practice the various techniques. [NOTE: If you have a maintenance mechanics program on your campus, you might team with the instructor of this program and provide a lab for your students to practice.]

DISCUSSION: Discuss with students the following KEY QUESTIONS: How do you know when to call on professionals for repairs and maintenance? How does a child care program director go about locating a reliable individual or company to do repairs and maintenance? What might a director do to ensure that the repair or maintenance work to be done by the professional is done well and at a reasonable cost?

Facility Development and Maintenance Unit II Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ Before a new child care facility can be built
   A. an inspection of wiring and gas lines must be made.
   B. a building permit must be obtained.
   C. the child care program must be licensed by the state.
   D. the fire marshal must approve the location.

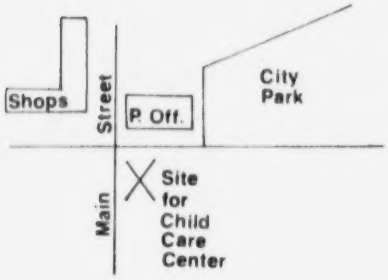
2. _____ Child care facilities
   A. can be located almost anywhere in the city.
   B. should be located on a site where a basement can be built.
   C. should be located outside the city limits, if possible.
   D. can only be located in an area approved by the zoning office.

3. _____ To stimulate use of the child care program by a variety of families, the facility should be located
   A. near a city park or museum.
   B. between two different types of neighborhoods.
   C. near the city's largest shopping mall.
   D. in the downtown area.

4. _____ The most important consideration in locating a child care facility is
   A. nearness to public transportation.
   B. adequate police protection.
   C. convenience for parents.
   D. appearance of surrounding area.

5. _____ To take advantage of winter sun for heating, the child care facility should have most windows on the
   A. north.
   B. south.
   C. east.
   D. west.

6. _____ In the drawing below, the site's major weakness is that it is located
   A. too near a busy street.
   B. too close to a public park.
   C. too close to a shopping center.
   D. across the street from the post office.



7. _____ To protect against winter cold and wind
   A. add a green house on the north side of the building.
   B. have few windows on the southeast side.
   C. build an earth berm on the south side.
   D. plant evergreens on the north side.

8. _____ The minimum amount of space recommended for indoor child environments is
   A. 25 square feet per child.
   B. 30 square feet per child.
   C. 35 square feet per child.
   D. 45 square feet per child.

9. _____ The minimum amount of space recommended for outdoor child environments is
   A. 50 square feet per child.
   B. 75 square feet per child.
   C. 100 square feet per child.
   D. 125 square feet per child.

10. _____ The restroom used by preschool children should
   A. be separate for boys and girls.
   B. have a non-porous floor.
   C. have concrete floors.
   D. have toilets at least 20 inches high from the floor.

11. _____ To design a child care environment with good acoustics you would *not*
   A. have airtight walls.
   B. cover floors with carpets.
   C. use a wooden platform for the block center.
   D. use a sound absorbing partition near the dramatic play center.

12. _____ To minimize eye strain on young children
    A. cover overhead lights with filters.
    B. use only fluorescent lights.
    C. provide direct natural light for the library area.
    D. provide shutters to completely darken the room for nap.

13. _____ One of the disadvantages of the open space design is
    A. being able to rearrange the environment.
    B. the lack of home bases for each child.
    C. the ease with which caregivers can supervise.
    D. the low level of noise possible.

14. _____ When working with an architect, child care program planners must be ready to
    A. communicate design guidelines.
    B. make preliminary scale drawings of the facility they would like to have.
    C. spend more than their original budget called for.
    D. prepare a building materials specifications list.

15. _____ A "barrier-free" environment means that
    A. the child care facility will pass the fire safety inspection.
    B. there are no inside walls in the facility.
    C. there are no inside doors in the facility.
    D. handicapped persons can be accommodated.

16. _____ The most costly remodeling task is
    A. adding a restroom.
    B. repainting a classroom.
    C. putting in a storm window.
    D. pouring a concrete porch.

17. _____ When checking the plumbing, look for
    A. evidence of termites.
    B. cracks or chips on fixtures.
    C. rust or corrosion on pipes.
    D. dark green color in washers.

18. _____ When cleaning off some small rocks for the lizard's home, a child accidently washes some of the rocks down the drain. The drain clogs. To unstop the drain
    A. pour a strong drain chemical into the sink and let it stand overnight.
    B. remove and clean out the trap.
    C. use a hooked coat hanger to fish out the rocks.
    D. use a plumber's friend or rubber force cup.

19. _____ Before replacing a blown fuse you should first
    A. check the wires leading into the building.
    B. check to see that the new fuse has a higher ampere rating.
    C. unplug and turn off all appliances and lights.
    D. see if exchanging places of various fuses will help.

20. _____ To find out about the reliability of repair and maintenance services
    A. call the Better Business Bureau.
    B. study ads in the telephone book yellow pages.
    C. try them out once to see if you will like their service.
    D. carefully interview the company's owner.

21. _____ The first step in repainting exterior trim is
    A. applying a prime coat.
    B. scraping off old paint.
    C. applying exterior paint.
    D. taping around windows.

22. _____ Hot water heaters should be flushed
    A. once a month.
    B. once each season.
    C. once a year.
    D. only when the system begins to make knocking noises.

DIRECTIONS

For Items 23-25, write a short essay.

23. What three design guidelines would you want to communicate to an architect who will plan your child care facility? Why are these guidelines important?

24. When looking for an existing facility to house a child care program, what features do you look for? Why?

25. When inspecting the exterior of the child care facility, what do you look for? What kinds of problems might be avoided if noticed in time?

Performance Objectives

Parents and the Community Unit III

Parents

- Determine ways that parents can participate in a child care program.
- Explain the importance of establishing and maintaining open communication between parents and the child care staff.
- Analyze strategies which promote positive relationships between parents and the child care staff.
- Develop an outline for a parent handbook which describes the services, goals, and policies of a program.
- Participate in a parent meeting.
- Prepare a sample parent newsletter.
- Collect ideas for parent bulletin boards.

The Community

- Analyze the multicultural influences in the community.
- Develop marketing strategies for a child care program.
- Outline strategies for advertising a child care program.
- Develop a brochure describing a child care program.
- Prepare and give a speech on a child care program and the importance of quality child caregiving.
- Compose guidelines for recruiting and utlizing community volunteers.
- Compile a directory of community services and agencies which administer to the needs of children and families.
- Investigate relationships among agencies that offer services to families.

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AUDIOVISUALS

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Parents Are Teachers Too.
Single Parents: Coping Alone.

Suggested Classroom Experiences

Parents

OBJECTIVE

Determine ways that parents can participate in a child care program.

BRAINSTORMING: Ask students to brainstorm about ways to involve parents in a child care program. Each student should contribute at least one idea. Have one student serve as a recorder and write down all the ideas on the chalkboard. Next, have students analyze the various ideas. KEY QUESTIONS: Which suggestions might be easy for parents? Which suggestions might take parents some time to do? If you were a child care program director, which ideas would you expect to be most helpful to you and your program?

PANEL DISCUSSION: Invite a parent, a child caregiver, and a director to attend the class. Ask the speakers to address the topic of parent involvement from their various perspectives. KEY QUESTIONS: How do parents benefit from being involved in their child's program? How do caregivers benefit? How can parents be motivated to participate? If parents can't participate, does that mean they don't care? Why might it be difficult for some parents to be actively involved? How do children benefit from parent involvement?

SURVEYS: Involve students in an informal survey of child care programs and parents. Have one group of students develop a list of questions to find out from a child care program director how parents are involved in that program. Have a second group of students develop a list of questions for parents to find out ways that parents are involved in their child's program and what things they like to do. Surveys can be done by mail or phone. Have the students analyze and compare the results of the two surveys. KEY QUESTIONS: How are parents' and directors' perceptions about parent involvement alike and different? Based on the results of the parent survey, what suggestions might you give to a director to improve parent involvement?

TRANSPARENCY: Show students Transparency 12 which identifies the major ways parents can participate in a child care program. Ask students to give examples of how they have seen parents participate in these various ways.

OBJECTIVE

Explain the importance of establishing and maintaining open communication between parents and the child care staff.

CHARTS: Divide the class into small groups. Ask each group to list on a large sheet of paper the reasons why it is important to establish and maintain open communication between parents and the child care staff. After the groups are finished, let one member of each group share the list. KEY QUESTION: Who benefits the most from open communication?

CASE STUDIES: Have several experienced caregivers or directors share some real experiences they have had with parents in which poor communication caused problems. Write these cases up and give to students in the form of a handout. Be sure to change names and specifics so that the people involved remain anonymous. Have the students analyze the cases in small groups, focusing on the role that communication or a lack thereof played in the situation. KEY QUESTION: How could each of these situations have been avoided?

OBJECTIVE

Analyze strategies which promote positive relationships between parents and child care staff.

TRANSPARENCY: Show students Transparency 13 which lists some strategies for promoting positive relationships between parents and child caregivers. Discuss each of the strategies listed. Ask students to suggest other possible strategies and write these in the remaining stepping stones. Add more stones if needed.

HANDOUT: Give students a copy of Handout 14 which is a set of guidelines for smooth parent center relations. KEY QUESTIONS: What attitudes or values about parents are communicated in these guidelines? How does making the parents feel welcome help them communicate more effectively? Some feel that encouraging parents to visit or call the center at any time is disruptive for the children. Do you feel this is so? Why? As a child care program director, how can you let parents know that you are sensitive to their suggestions and comments?

DISCUSSION: Divide the class into discussion groups. Ask the groups to share Lab Experiences 22 and 23 for which they interviewed child care staff about parent-center relationships. Have students discuss each of the key questions in this lab experience.

HANDOUT: Provide students with a copy of Handout 15 on effective parent conferences. Discuss each of the questions which a caregiver or director might ask when evaluating a conference. KEY QUESTIONS: What steps should be taken to set up a parent conference? For what reasons might a conference be needed? What can happen if the only time you hold parent conferences is when there is a problem?

ROLE PLAYING: Ask the students to think of specific situations in which caregivers and parents need to exchange information about the child. Have the students write down the situations on slips of paper. Collect the slips, mix, and redistribute to pairs of students. Ask pairs of students to role play the situations, one student being the parent, one the caregiver. Observe the role playing and select two pairs of students who have discussed the same situation in a different way. Have these pairs of students perform their role plays for the rest of the class. Point out that there are many ways to approach parents. Discuss, further, how communication with parents helps caregivers provide quality child care. [NOTE: If you have access to videotaping equipment, have several students help you tape some vignettes illustrating parent-caregiver conferences.]

HANDOUT: Give students the self-check list on communication know-how, Handout 16. Ask students to analyze their own communication know-how. Discuss how each of these communication skills enhances communication. KEY QUESTION: If you do not feel strong in one of these skills, how could you improve? Ask students to decide which one of these skills they would like to improve. Ask the class to divide into small groups so that they can brainstorm about some self-improvement strategies.

HOME VISITS: Have students who are already working as caregivers or are familiar enough with a particular preschool class to make some home visits. Assign the students some readings so that they know how to conduct a home visit. In class provide time for the students who made home visits to hold a "press conference" in which other students ask them questions about their experiences.

OBJECTIVE

Develop an outline for a parent handbook which describes the services, goals, and policies of a program.

DISPLAY: Prepare a display of parent handbooks from a variety of child care programs. Some examples may also be found in the references listed at the beginning of the unit. Ask students to analyze the content and format of the various items on the display. KEY QUESTIONS: Is the essential information present in each handbook? Is the information in the handbook communicated effectively? Which features do you like? Which features are distracting? Would parents want to read the handbook? Why? After studying and discussing the handbooks, ask students to develop an outline of the content that should go into a parent handbook.

HANDBOOK: Have interested students develop a handbook for parents. Students could be divided into teams, each team preparing one section of the handbook. Students can draw upon activities from Unit I in which they prepared goals and policies for a child care program and determined services which could be offered. [NOTE: If your class has not yet done Unit I of this

guide, then provide students with information about a hypothetical child care program, including goals, policies, and services.] KEY QUESTIONS: Should parents be required to sign a statement that they have read the parent handbook? Why? What can directors do for parents with limited reading abilities?

OBJECTIVE

Participate in a parent meeting.

DISCUSSION: Give students the opportunity to discuss Lab Experience 25 in which they attended a parent meeting. On the chalkboard write down each of the questions asked in the lab. Invite students to share their answers to the questions. Analyze the answers and have students suggest some guidelines for conducting parent meetings. KEY QUESTION: What makes a parent meeting effective and enjoyable?

CHECK LIST: Have students research references in order to develop a check list on conducting parent meetings. Factors to consider include:

- Purpose or objective
- Planning
- Setting
- Program
- Materials and equipment
- Child care
- Refreshments
- Evaluation and follow-up

GUEST SPEAKER: Invite a director of a child care center or another professional that frequently conducts parent meetings to visit with the class. Ask this person to discuss the components of successful parent meetings, how to foster positive communications between parents and child care staff in parent meetings, and how to determine the information included in parent meetings. Students might prepare additional questions ahead of time. For example, students might like to ask the speaker about the most successful and unsuccessful meetings that he or she has conducted.

SIMULATION: Have students pull together all that they have learned about parent meetings by conducting a simluated parent meeting. Assign students various responsibilities for participation in the parent meeting. For example, assign one student to be responsible for publicizing the meeting, one student to organize the meeting, one to conduct the meeting, etc. Make sure each student has an active part in the simulation. After the meeting, have students evaluate their efforts using the check list they developed earlier. KEY QUESTION: How do you get parents to attend the meeting? [NOTE: If possible have your students conduct parent meetings at the lab school or for the child care program for which they work.]

OBJECTIVE

Prepare a sample parent newsletter.

DISPLAY: Prepare a display of various child care center newsletters. Ask students to analyze each newsletter for major components. KEY QUESTIONS: What is the purpose of this type of written communication? What types of information should be included in a newsletter? How do you write things so that they come across in a positive manner?

TRANSPARENCY: Show Transparency 14 to students. Discuss the reasons for compiling a parent newsletter and what goes into a newsletter. What other things might go into a newsletter?

DISCUSSION: Give students a chance to discuss their experience in preparing a parent newsletter, Lab Experience 26. KEY QUESTION: Based on your lab experience, what tips can you give for developing a parent newsletter?

OBJECTIVE

Collect ideas for parent bulletin boards.

SLIDES: Show students examples of various parent bulletin boards through the use of slides. [PREPARATION: Make slides of various parent bulletin boards. Some of your students might take this on as a special project. If you cannot find enough variety, take pictures of any type of bulletin board designed for adults.] In class show students the slides. Ask them to look for features which make a bulletin board communicate effectively. KEY QUESTIONS: How many ideas should be communicated on a bulletin board? What happens when bulletin boards are used like scrapbooks? What kind of information can you communicate to parents through a bulletin board?

IDEA FILE: Have students work together to develop an idea file for parent bulletin boards. Ask each student to develop a bulletin board, make a sketch of the layout, and make copies of their sketch. In class have students distribute their bulletin board idea to the other students. Students can briefly explain their bulletin board idea to the class. [NOTE: If possible have groups carry out one bulletin board idea by putting up a bulletin board at the lab school or other child care facility.]

The Community

OBJECTIVE

Analyze multicultural influences in the community.

INNER AND OUTER CIRCLES DISCUSSION: Use the inner and outer circles discussion technique to discuss the following open-ended sentence: Understanding the multicultural influences in the community is important because _____ _____ . [NOTE: The inner and outer circles discussion is conducted by dividing the class into two groups and arranging them in circles. The inner circle is surrounded by the outer. Give students the question or statement to be com-

pleted. The inner circle discusses the question for four minutes while the outer circle listens. Groups change places and the second group discusses the question, commenting upon remarks made by the first group. If needed, the first group can return to the inner circle and rebut any comments made by the second group.]

FIELD TRIP: Divide students into teams of three to four. Ask one team member to provide the use of her or his car so that students can take a tour of the community. Ask students to drive around the neighborhoods, shopping areas, restaurants, and recreation areas and notice the multicultural influences. If you live in a large city, narrow the tour to one area surrounding a particular child care facility. KEY QUESTIONS: What kind of people live in this community? What are the families like? In what kind of jobs are the people involved? Where do the children play? What do the people in this community value? What multicultural influences do you notice? After students have taken the tour, have them share their impressions with other class members. Discuss how taking a tour can help a director get a feel for the community to be served by a child care program.

HANDOUT: Give students a copy of Handout 17 which will help them think about their own feelings regarding cultural diversity in our society. KEY QUESTION: Why is it important that a child care program director examine his or her own feelings regarding the various cultural groups?

DISCUSSION: Divide the class into small discussion groups. Ask students to share their observations of multicultural influences in the child care centers, Lab Experience 28. KEY QUESTIONS: In what ways can the various cultural groups be represented in the child care center? What can caregivers do to help young children understand and respect the various cultural groups?

REPORTS: Ask interested students to read various articles or books on parenting styles among the various cultural groups. [NOTE: Some suggestions are listed in the references at the beginning of the unit.] Have students give a summary of the article or book to the rest of the class. Students can follow up their report with a class activity related to one of the issues they addressed.

LEARNING FAIR: Hold a learning fair to help students learn about the various cultural groups in the community. Divide the class into teams. Assign each team to research one cultural group. Teams then plan a learning booth to help visiting students learn all about that cultural group. Learning booths can include posters, charts, displays of actual items, handouts, puzzles, or games as well as discussion. Hold the learning fair during a class period when students will have enough time to visit all the booths. Be sure that team members take turns at their booth so that they can visit all the other booths. [NOTE: A festive atmosphere can be created with decorated booths and refreshments. A learning fair should be fun as well as educational. To do a good

job, students will need plenty of planning time. If your class periods are too short for this activity, you might try a Saturday morning event.]

OBJECTIVE

Develop marketing strategies for a child care program.

DISCUSSION: Write on the chalkboard "Marketing is _____." Ask each student to write on a slip of paper what he or she thinks *marketing* means. Collect the slips of paper and read them to the class. Discuss the term together and arrive at a definition.

TRANSPARENCY: Show students Transparency 15 which illustrates a child care program director thinking about what marketing can do for a program. Discuss how marketing could help the director meet each of these needs or goals.

FOLDER EXCHANGE: Use folders with discussion questions to help students identify marketing strategies. [PREPARATION: Using a felt tip marker, write the questions below on the outside of a file folder. Use one question per folder.

1. How and where do you reach potential customers (parents)?
2. How do you establish a good reputation or public image?
3. How do you focus marketing on your strengths?
4. How do you stimulate word-of-mouth recommendations?
5. How do you keep your parents feeling satisfied?
6. How do you make a good first impression on a visitor to the center?

Inside the folders place several sheets of blank paper for groups to record their answers.] Divide the class into groups so that each group has a different folder. Give each group a number and a folder. Ask each group to discuss and answer the question on the outside of the folder. The group writes its answers on one of the sheets inside the folder. Next, a group member folds the sheet in half so that the answers do not show and writes the group's number on the outside. Now groups exchange folders and repeat the same steps. When they are finished answering the question, they may compare the answers of the previous group's to theirs. Exchange continues until each group has its first folder back.

TRANSPARENCY: Show students Transparency 16 which reviews some of the basic marketing guidelines. Discuss how each of these guidelines helps the child care program director promote the program. KEY QUESTION: What might the content be inside each of these "books"?

DISCUSSION: Provide time for students to share the photographs they took of various child care facilities for Lab Experience 29. Using this experience, have students develop some guidelines for promoting a positive image with the child care facility. Guidelines might focus on "Do's" and "Don'ts."

ROLE PLAY: Divide the class into pairs. Ask the pairs to role play a parent phoning the child care center for information about the pro-

gram. Have the students switch roles. Give students a copy of Handout 18 which suggests some tips for marketing by telephone. Ask students to discuss each of the tips then role play the same telephone conversation again, applying their new knowledge. KEY QUESTIONS: Why are telephone contacts important? How can you "sell" your program over the phone without coming across too strong?

TELEPHONE SURVEY: Ask students to conduct a telephone survey for the purpose of comparing telephone performance and etiquette of various child care programs. Organize the survey so that only two students call any one program. Have students inquire about the programs as if they were shopping for child care. Ask students to briefly summarize the telephone conversations in terms of the image that was portrayed about the center through the telephone conversation.

INTERVIEWS: Invite several child care program directors to visit with the class about their programs. Divide into small groups so that each guest visits with a small number of students. Have the students work with the director to develop a "profile" of the child care program. Students note the outstanding features of the program that might be the focus of marketing strategies for the program. [NOTE: Marketing strategies should focus on the features of the child care program that make it better or different from other programs. In this way the program develops an image or profile that is easily identified by the community.] After students have identified the features of the child care program, have them brainstorm with the director to come up with ideas for marketing the program. After groups have completed their discussions, provide time for sharing.

OBJECTIVE

Outline strategies for advertising a child care program.

FLIP CHART: Use a flip chart to discuss various advertising strategies. [PREPARATION: Use a large newsprint tablet or poster boards and prepare a flip chart with the following headings (one heading per page):

- Newspaper Ad
- Classified Newspaper Ad
- Flyers
- Brochure
- Direct Mailer
- Signs, Posters, Bus Cards
- Billboards
- Business Card
- Radio
- Television
- Telephone Book
- Magazine Ads

On each page make two columns, one for listing advantages and one for listing disadvantages.] Describe each of these advertising strategies and costs associated with each. Have the class discuss

possible advantages and disadvantages. Write the class's ideas on the flip chart. In addition discuss when and how each of these strategies can be best used. KEY QUESTION: Which techniques give you the most for your money?

NEWSPAPERS: Provide students with newspapers. Ask students to search through the newspapers and circle ads that they think are especially effective. An effective ad is one that catches the attention of the reader as well as communicates necessary information. Next ask students to compare the ads they have circled to the check list on Handout 19. KEY QUESTIONS: Which three ads do you think are most effective? Why? What effect does the placement of the ad have on its potential to attract the attention of the reader? What section of the paper would be most effective for ads on a child care program? Why?

POSTERS: Have each student develop a poster advertising one of the child care programs in the community. Display posters in class and have students make suggestions for improving posters. KEY QUESTIONS: What makes an effective poster? Where should posters be displayed? What do you need to do before you put up a poster in another place of business?

AD FILE: Have students prepare an ad file with clippings of newspaper, magazine, or telephone book ads from child care programs. For each ad, have students write a statement about the image and information communicated in the ad. Have them list the features of the ad they think are most effective. KEY QUESTION: How could such a file help a program director in planning advertising?

RADIO AD: Involve several interested students in developing a radio ad for a child care program. Have students research references or contact the local radio station for tips on preparing an effective radio ad. KEY QUESTIONS: What makes a radio ad effective? How much do radio ads cost? Who will hear the ads? Which stations in your community would be best for a child care program's advertising needs?

GUEST SPEAKER: Invite an advertising specialist to discuss various advertising strategies with the class. Ask the speaker to talk about using an advertising agency as well. KEY QUESTIONS: How important is having an advertising plan? How often should you advertise and when?

BRAINSTORMING: Have students brainstorm about ideas for free or inexpensive advertising. Write the students' ideas on the chalkboard and discuss the value of each technique. Some possible ideas are: press releases about an event at the child care center of interest to the community, a column on parenting written for the newspaper by the director, sponsorship of a community activity, participation in a community parade, or giving out free balloons to celebrate the Week of the Young Child (sponsored by the National Association for the Education of Young Children).

OBJECTIVE

Develop a brochure describing a child care program.

EXAMPLES: Collect and show students examples of child care program brochures. Ask students to examine each brochure and identify the format used, the content, the tone of the brochure, etc. Discuss the qualities of the brochures that students think are most effective.

TRANSPARENCY: Show students Transparency 17 which lists things to consider when planning a brochure. KEY QUESTIONS: What is the content of a brochure for a child care program? How can the brochure be organized for easy reading? Why is a personal approach effective? How do you achieve a professional appearance? How much are printing costs? Why do you want to use good paper or stock? How do the method of distribution and ease of mailing affect the layout of a brochure?

BROCHURE: Assign students to develop a brochure for a child care program. Students can develop a brochure for a program with which they are familiar or use earlier class activities which developed goals and objectives for a child care program. Have students investigate design and printing costs as well. Provide time in class for peer evaluation and feedback on the brochures.

OBJECTIVE

Prepare and give a speech on a child care program and the importance of quality child caregiving.

FILM: View with students a film or filmstrip on the art of public speaking. Have students prepare a set of guidelines or "how to" steps for preparing and giving a speech.

IDEA FILE: Ask students to think of specific topics they feel comfortable discussing and prepare outlines for a speech on those topics. Students can then file their ideas in a special folder for future reference.

DISCUSSION: Ask students to discuss their experience in preparing and giving a speech on the importance of child caregiving, Lab Experience 30. Ask students to divide into small groups for this discussion. Students can share their feelings about the experience and tell what they would do differently next time. KEY QUESTIONS: How can you overcome being nervous about giving a speech? Does the kind of audience you address have an effect on your speech? How?

OBJECTIVE

Compose guidelines for recruiting and utilizing community volunteers.

BRAINSTORMING: Divide the class into small groups. Ask the groups to brainstorm about ways that volunteers can be involved in a child care program. Provide each group with newsprint or poster board

and markers to write down their ideas. Provide time for groups to share their lists of ideas. KEY QUESTIONS: How do you recruit volunteers? What kind of training do you need to provide for volunteers? Is anyone who volunteers suitable for work in a child care program?

HANDOUT: Give students a copy of Handout 20 which lists some ideas for using volunteers in a child care program. Have students add any additional ideas that they may have thought of as a result of their brainstorming activity. KEY QUESTIONS: How do you document volunteer hours? Is it important to show the use of volunteers in the budget? Why? Should you depend on volunteers to help you meet staff-child ratios? Why?

DISCUSSION: Have students share their interviews with child care program directors about recruiting and utilizing volunteers (Lab Experience 31). List the various ideas on the chalkboard. KEY QUESTIONS: What problems do directors associate with the use of volunteers? How do directors prevent or manage problems associated with volunteers? How do directors let volunteers know they are appreciated?

HANDOUT: Give students a copy of Handout 21 which is a volunteer evaluation form. Discuss the form with students. KEY QUESTIONS: Do volunteers need to be evaluated? Why? How do you help volunteers feel comfortable about the use of such an evaluation instrument?

GUIDELINES: Have students prepare a set of guidelines for recruiting and utilizing volunteers in the child care program. With this activity, students can synthesize all that they have learned about volunteers in the child care program.

OBJECTIVE

Compile a directory of community services and agencies which administer to the needs of children and families.

DIRECTORY: Divide the class into teams of four to five students. Give each team a stack of large note cards, a telephone book, and a copy of Handout 37 as a guide. Ask students to prepare a note card directory of community services and agencies in the community which administer to the needs of children and families. Have students list the name of one agency or organization at the top of each card. Additional information such as address, phone number, services offered, and contact persons can then be filled in by the students. Students can divide up the task of finding out about each agency or organization and report their findings to the rest of the group. At the conclusion of the activity each student should have a card file directory. KEY QUESTIONS: What advantages to this type of directory can you name? Why is it important for a child care program director to have a current list of community resources?

CASE STUDIES: Develop a number of case studies which involve a child care program director and parents and children. Read the cases to the class and ask the class to suggest possible agencies in the community to which a parent might be referred. [NOTE: Students might help to prepare the cases. You might also contact some child care program directors for real cases to include in this activity.] KEY QUESTIONS: How does the director know when it is appropriate to make a referral? What things might a director think about before making a referral? How does the director match the parents' or child's needs to the agency or agencies which might help?

OBJECTIVE

Investigate relationships among agencies that offer services to families.

PANEL DISCUSSION: Invite a representative from several local community agencies to discuss with the class their relationships with other agencies. Ask them to focus on relationships that they have had with child care programs. KEY QUESTIONS: How does your agency keep from duplicating services provided by another agency? What makes your services different? How do you work together with other agencies to meet the needs of a family or child?

DISCUSSION: Discuss with students some of the following questions. KEY QUESTIONS: How does the director foster positive relationships with the agencies in the community? When agencies come to the director for information about a family or child, how should the director respond?

Parents and the Community Unit III Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ The primary reason parents should be involved in their child's program is to
   A. help ease the strain on the caregivers.
   B. increase the public image of the child care center.
   C. facilitate the growth and development of the child.
   D. recruit more volunteers.

2. _____ Busy parents might best participate in the child care program by
   A. saving items for art projects.
   B. volunteering to assist the caregiver one day a week.
   C. serving on the board of directors.
   D. planning a fund raising dinner.

3. _____ To create positive relationships with parents, directors should
   A. have parents call for an appointment before visiting the center.
   B. help parents realize that the caregivers know what is best for their child.
   C. respond promptly to parents' suggestions and comments.
   D. avoid holding parent meetings, especially when most of the parents are working full-time.

4. _____ Parents might be discouraged from participating in the child care program if
   A. parent meetings are held during evening hours.
   B. they live far from the center.
   C. the caregivers phone parents periodically to report on their child's progress.
   D. tuition incentives were given for volunteer hours.

5. _____ One way caregivers can better understand the needs of each child and the family's values is to
   A. greet the parents each morning.
   B. send home daily messages about what the child did that day.
   C. visit the child's home.
   D. review the child's enrollment form.

6. _____ A caregiver with good communication skills would *not*
   A. avoid stating things in absolute terms.
   B. be alert to nonverbal signals which might be misunderstood.
   C. realize that people see things from different points of view.
   D. react defensively to a parent's criticism.

7. _____ The main purpose of the parent handbook is to
   A. provide parents with information on the program's goals and policies.
   B. help parents understand the developmental level of their child.
   C. inform parents of scheduled meetings.
   D. explain how cycle menus are prepared.

8. _____ Changes in center policy, the activities in one of the classes, and announcements of upcoming events can best be communicated to parents through a
   A. parent-caregiver conference.
   B. home visit.
   C. telephone call.
   D. newsletter.

9. _____ An effective parent bulletin board
   A. shows a collection of all the announcements made during the past year.
   B. is located in a low-traffic area so that parents can study announcements without interruption.
   C. stays the same all year long.
   D. communicates the main idea at a glance.

10. _____ Directors need to understand the multicultural influences in the community in order to
   A. make referrals.
   B. work effectively with parents.
   C. place children in the appropriate group.
   D. promote the values of the majority culture.

11. _____ Increasing enrollment, having a positive public image, and informing others about services offered are goals for
   A. the budget.
   B. marketing.
   C. the children's curriculum.
   D. the board of directors.

12. _____ When presenting your program to the public it is important to
   A. focus on a few outstanding features.
   B. let them know as much as possible about your program.
   C. reach all segments of society.
   D. change images periodically to show that your program is growing.

13. _____ The advertising technique which involves the least cost is
    A. placing an ad in the paper.
    B. mailing the center's brochure to new parents.
    C. submitting a press release.
    D. advertising on the radio.

14. _____ One of the best places to put posters or brochures about a child care program is in
    A. a movie theater.
    B. the county court house.
    C. a restaurant.
    D. a pediatrician's office.

15. _____ Information which is best *not* to include in program's brochure is
    A. the calendar of events.
    B. a statement of philosophy.
    C. enrollment procedures.
    D. a description of the program.

16. _____ A logo is a
    A. special curriculum for gifted children.
    B. good quality paper appropriate for a brochure.
    C. symbol used on all written materials.
    D. method of distributing brochures through the mail.

17. _____ To make a good impression on a caller asking about the program, the person answering the call should
    A. find out how much the caller is willing to pay for child care.
    B. avoid discussing fees.
    C. use the caller's name during the conversation.
    D. find out what kind of work the caller does.

18. _____ An ad in the newspaper is likely to be ineffective if
    A. it is run just before schools begin in the fall.
    B. more than one or two ideas are featured.
    C. the language used is simple and serious.
    D. the business's name is easy to see.

19. _____ When planning a speech on child care the director first needs to
    A. locate appropriate visual materials to accompany the talk.
    B. determine the purpose of the speech.
    C. think of a way to capture the audience's attention.
    D. consider the audience to be addressed.

20. _____ In recruiting and utilizing volunteers, directors should
    A. find some way to use in the classroom anyone who volunteers.
    B. establish a process for screening prospective volunteers.
    C. look for volunteers with previous experience in volunteering.
    D. not expect volunteers to be too dependable.

21. _____ Prior to beginning their service, volunteers should
A. enroll in a child care course.
B. be informed about center policies.
C. attend a board meeting.
D. understand the relationship between the director and the staff.

22. _____ In order for the director to be able to refer families to various services and agencies, the director needs to know the
A. source of funding for the various services and agencies.
B. services provided by each service and agency.
C. size of the staff of each service and agency.
D. qualifications of staff members at each service and agency.

DIRECTIONS

For Items 23-25, write a short essay.

23. Identify one cultural group in your community. How could the child care program reflect the influences of this culture in the center?

24. What steps need to be taken for planning a parent meeting? Briefly outline the steps.

25. How does a child care program develop a positive public image? List at least four ways.

Performance Objectives

Nutrition, Health, and Safety Unit IV

Regulations

- Summarize local regulations and state licensing standards regarding nutrition, health, and safety in a child care center.

Nutrition

- Plan a cycle menu for a child care center based on the USDA Daily Food Guide.
- Analyze equipment needs for food service operations in a child care center.
- Investigate purchasing practices related to food service in a child care center.
- Evaluate the director's role in ensuring that food is prepared and served under sanitary conditions.
- Analyze appropriate mealtime practices for children in a group child care setting.

Health

- Identify health care components of a child care program.
- Evaluate the director's role in maintaining a clean and sanitary child care environment.
- Describe procedures for reporting signs of child abuse and neglect.

Safety

- Develop safety policies and guidelines to follow in the child care center.
- Demonstrate appropriate first aid for illness or injury which might occur in the child care center.
- Discuss the importance of being familiar with emergency care procedures when caring for children with special needs.
- List first aid supplies that should be on hand at a child care center.

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Suggested Classroom Experiences

Regulations

OBJECTIVE

Summarize local regulations and state licensing standards regarding nutrition, health, and safety in a child care center.

CHECK LISTS: Have students find out about state and local regulations on nutrition, health, and safety in the child care center. Students might be divided into teams, each team investigating the regulations of a different agency. In class have students develop check lists which could be used by a director planning a child care program to ensure that all state and local regulations on nutrition, health, and safety are being met. Duplicate copies of lists so that each student has a set. KEY QUESTIONS: What reasons can you give for following state and local regulations? Why is a check list helpful? Is common sense alone enough to ensure the health and safety of young children? Who is responsible for ensuring that all regulations are followed? What happens if a program is unable or unwilling to follow regulations? [NOTE: Some agencies may provide such check lists.]

Nutrition

OBJECTIVE

Plan a cycle menu for a child care center based on the USDA Daily Food Guide.

TRANSPARENCY: Show students Transparency 18 on the basic food groups identified by the United States Department of Agriculture. Every day children, adolescents, and adults need a certain number of servings from each of the first four food groups to ensure that the body receives enough nutrients. No recommendations are made regarding servings from the fifth group consisting of fats, sweets, and alcohol. A normal diet usually provides all the fat nutrients necessary to sustain health. The following number of servings from the first four food groups are recommended for children: Bread and Cereal Group—four or more servings, including some whole grain products; Vegetable and Fruit Group—four or more servings, including a source of Vitamin C each day and deep-yellow or dark-green vegetables for Vitamin A at least every other day; Milk/Milk Products Group—two to three servings for children under nine, three servings for children nine to twelve; and Meat/Legumes Group—two servings. [NOTE: A colorful and informative publication by the USDA titled *Food* is a good reference on the basic food groups.]

HANDOUT: Give students a copy of Handout 22 which describes the recommended menu pattern for child care programs in the USDA's Child Care Food Program. Have students examine the menu pattern against the recommended number of daily servings. KEY QUESTIONS: How much of a child's daily nutritional needs can be supplied using this menu pattern? How can this menu pattern assist the committee planning cycle menus? According to the state licensing standards, how much of a child's nutritional needs should be met by the child care center?

LECTURE: Review with the class the concept of *cycle menus*. These are a set of three to four weekly menus that are repeated during a season. Planning of cycles occurs about four times a year and should involve a meeting of the director, caregivers, parents, and a dietitian or comparable professional. Planning according to season allows the center to take advantage of food in season at lower costs. KEY QUESTIONS: What contributions do these individuals make to the menu planning process? What other advantages of using cycle menus can you name? What problems or disadvantages for cycle menus can you describe?

HANDOUT: Give students a copy of Handout 23 which summarizes nine considerations for planning menus in the child care center. KEY QUESTIONS: How can local dietary customs be reflected in the menu? What kind of foods might be new for young children? How can children be involved? In what ways do the available resources affect menu planning? Why is it better to make foods from scratch than to serve convenience foods?

BRAINSTORMING: Divide the class into small groups. Ask the groups to brainstorm about foods and food preparation methods which are common in the local community. Have the groups prepare a list of cultural foods that might be suitable for the menu in a child care center. [NOTE: As a follow-up activity have students search for cultural or ethnic recipes. Students might also enjoy a demonstration of cultural cooking methods such as the preparation of vegetables for stir-frying, the making of tortillas or crepes, etc.] Why is it important to feature cultural foods in the menu of a child care center? How could parents be involved?

HANDOUTS: Give students Handouts 24 and 25 which show the peak seasons for many fruits and vegetables. [NOTE: These charts may or may not apply to your area. A follow-up activity might be to have students contact a local produce wholesaler to collect the same information for your area. Have students prepare similar charts that could be used by menu planners in your area.] KEY QUESTIONS: How can this information help in planning cycle menus? How does buying in season affect the budget?

RATING SCALE: Have students develop a rating scale for evaluating child care program menus. This activity will help students summarize all they have learned about preparing cycle menus. The rating scale may list essential elements of a good menu and provide a way

for evaluating each element. The rating scale might look like the following:

	Does not comply	Needs improvement	Complies
1. Source of Vitamin C each day	0	1	2
2. Source of Vitamin A every other day	0	1	2
3. Whole grain foods served often	0	1	2
4. At least two cups of milk each day	0	1	2
Etc.	0	1	2

For each menu element to be evaluated, have students circle the number which best indicates the degree to which the menu complies with each element. The numbers can be totaled for an overall menu score. Prepare or obtain copies of menus from several child care programs. Be sure to include some poor menus. [NOTE: You may have to make these menus yourself.] Provide each student or group of students with several menus and copies of the rating scale. Students then evaluate the menus. After menus are evaluated, discuss the outstanding menus with the class. Also discuss the poorest menus. KEY QUESTIONS: Based on this experience, do you think it is easy or difficult to develop a good menu for a child care program? Explain. What menu elements were absent most often? Why? How could you use this rating scale to help plan menus?

DISCUSSION: Discuss Lab Experience 33 in which students interviewed someone involved in menu planning in a child care center. On the chalkboard make a list of the problems encountered by the menu planners interviewed. In small groups have students discuss each of the problems and ways to solve them. The groups can then share solutions. In their search for solutions, students might also discuss the causes or reasons for the problems listed.

SIMULATION: Divide the class into four groups. Each group represents a menu planning committee. Have the groups prepare a set of cycle menus for one season using Handout 26 as a planning guide. Assign each group a different season: spring, summer, fall, and winter. This simulation may take more than one class period or some outside work. After the groups have developed their menus, have them exchange menus for evaluation. Students can again practice using the rating scale for menu evaluation developed in an activity described above. Menus are returned for revision. [NOTE: If possible, have the cycle menus evaluated by experienced child care menu planners such as a director or dietitian. The goal of this activity is to produce some usable menus.] After groups are satisfied they have developed quality menus, make copies of the menus so that each student has a set of cycle menus for a one-year period. KEY QUES-

TIONS: As a result of this simulation, what have you learned about planning cycle menus? What will you do differently next time?

PANEL DISCUSSION: Invite several cooks from area child care centers to participate in a panel discussion about quantity food preparation in the child care center. The panel might address such questions as: How do you use the menu? How is cooking for children different from cooking for adults? What kind of recipe filing system do you use? What do you do if a child is allergic to a food on the menu? What qualifications should a person in your position have before being hired as a cook in a child care center? How do you keep up with current developments in your field of food service? [NOTE: As a follow-up activity, have students develop a job description for a cook in a child care program.]

DISPLAY: Use a display of standardized recipes and a poster which lists the features of a standardized recipe to introduce this key concept in quantity food production. [PREPARATION: Prepare a poster similar to the illustration below.

STANDARDIZED RECIPES
Standardized recipes include:
1. Amount of ingredients
2. Utensils to be used
3. Clear directions about how to combine ingredients
4. Cooking temperatures and length of cooking time
5. Number of servings
6. Size of servings
7. Number of portions per pan, quart, or gallon
8. Terms which are familiar to most cooks

Collect reference books or files from several child care center cooks or find copies of some of the references listed at the beginning of this unit. Arrange the poster and standardized recipe references on a display table.] Introduce students to the use of standardized recipes in quantity cooking. Standardized recipes are tested recipes designed to produce a consistently high quality product if all directions are followed exactly. KEY QUESTIONS: How can standardized recipes be organized for quick reference? Could you expect a cook to develop standardized recipes for dishes for which standardized recipes cannot be located. Explain.

OBJECTIVE

Analyze equipment needs for food service operations in a child care center.

CARD FILE: Have students prepare a card file with information about large food service equipment specifications. On each card students list the name of the item and write a specific description, including features and dimensions, price, suggested maintenance schedule, and any other relevant information. Students can also find out which manufacturers offer equipment with the features listed. Equipment to include are: range, ventilating system, refrigerator/freezer, food mixer, slicer, dishwasher, dishwashing sink, worktable, shelving, carts, serving equipment, and dining area equipment. [NOTE: A good reference is the USDA's publication *Food Service Equipment Guide for Child Care Institutions* which has recently gone out of print. But you might be able to find a copy in the government documents section of a university library or through your local licensing representative. On some items, students might prepare two cards, one for a commercial version and one for a domestic version.] KEY QUESTIONS: When you are planning child care food service operations, why is it important to specify exactly what you need in the way of equipment? What kind of regulations affect the manufacture of such equipment? What regulations in the state or local standards for child care programs affect the selection of food service equipment? How could the card file be used for inventory purposes?

DISCUSSION: Discuss Lab Experience 34 in which students investigated large food service equipment in child care centers. KEY QUESTIONS: What is the difference between the larger and smaller centers in terms of food service equipment? What kinds of problems did food service personnel identify? How would they like to change their food service equipment or area? On the chalkboard write down common problems. Discuss how the problems could have been avoided through careful planning. Were problems identified that could not have been anticipated? Which ones?

FIELD TRIP: Familiarize students with small food service equipment by taking a field trip to a food service or restaurant supply store. Using Handout 27 as a guide, have students examine various items and list prices in the spaces provided on the handout. The spaces at the end of the list are for additional items that students would think useful in the child care center kitchen. [NOTE: If it is not practical for your class to take a field trip, you might obtain food service supply catalogues from local food service managers. Students can use these catalogues to find prices.] KEY QUESTIONS: Which items are more suitably made of stainless steel and which of aluminum? How would the kind of meals that you plan to serve affect the purchase of food service equipment?

OBJECTIVE

Investigate purchasing practices related to food service in a child care center.

HANDOUT: Give students a copy of Handout 28 on food purchasing principles. Discuss how each of these principles applies to food purchasing in a child care program. KEY QUESTIONS: What does storage space have to do with food purchasing? Why are inventory records so important? In what ways can food supply companies assist the person planning food purchases? What might happen if a food purchaser deals with too many suppliers?

DISCUSSION: Divide the class into small groups and discuss Lab Experience 35. Have the groups discuss their interviews with food purchasers in the various child care programs. Have students brainstorm about the challenges expressed by the food purchasers. KEY QUESTION: Why is food purchasing for a child care program a challenging task?

GUEST SPEAKER: Invite a sales representative from a local food supply company to visit with the class about quantity food purchasing. Ask the speaker to give the students some tips and guidelines appropriate for food purchasing in the child care program. KEY QUESTIONS: How do you choose a food supplier? What kind of forms make food purchasing easiest? How often do you need to order certain kind of foods? What do you do if an order is not right when it arrives?

SIMULATION: Involve students in a comparative shopping simulation. [PREPARATION: Obtain a menu and list of needed foods from one of the area child care programs. Make copies of the menu and shopping list for the students.] Ask groups of students to investigate the cost of the food items from various sources. Be sure the shopping list has the specifications included so students know exactly what item to price. Each group can be assigned to research food costs at one source. For example, some students can visit the local retail grocery store. Other students can visit or call the various food wholesalers. Once all the data are collected, have students compare prices. On the chalkboard make a chart listing the food items in one column. Then make columns for each of the different food sources. Prices are recorded for the cost of each item quoted by each source. KEY QUESTIONS: Which food sources seem to be the most economical? Why? Which food sources seem to be the most convenient? Do you have to have a large child care program in order to take advantage of wholesale companies? When might it be best to make purchases from the local grocery store?

RESEARCH: Ask interested students to investigate grades and standards designated by the United States Department of Agriculture. Students can visit a local supermarket and make a list of products which carry such labels. Posters or handouts can be made by the students to share this information with other class members. KEY QUESTIONS: What is the purpose of standards and

grades? Why is quality important for the food purchaser? What do each of the standards and grades for various products mean?

TRANSPARENCY: Show students Transparency 19 which is an example of a purchase order. Such forms are necessary when ordering food from suppliers. Two copies are made, one for the buyer's records, one for the supplier. The quantity, unit (size or type container), description (should be specific), unit price, and amount are filled in. KEY QUESTIONS: What are the advantages of using purchase orders? Why does each purchase order need a different number? Why is it important to make the description of the item as specific as possible? Can the quality desired be included? In what units are various food items available? How do you find this information?

PHOTO ESSAY: Have students work together to prepare a photo essay on food storage in child care facilities. Students with cameras can divide into teams and visit various child care facilities in the area to photograph various food storage areas (pantries, bins, refrigerators, freezers, cabinets, etc.) Students without cameras can find out about some basic principles which apply to food storage. [NOTE: Refer students to some of the references listed at the beginning of the unit.] Working with the photographs, poster boards, and markers, have students who researched the guidelines look for examples of various storage principles among the photographs and prepare a poster to illustrate the various points. KEY QUESTION: Why is proper storage of food so important?

OBJECTIVE

Evaluate the director's role in ensuring that food is prepared and served under sanitary conditions.

LECTURE: Explain to students the role that harmful bacteria and viruses play in food contamination and food-borne illnesses. [NOTE: See Barbara Border's *Food Safety and Sanitation* or the National Institute for the Foodservice Industry's *Applied Foodservice Sanitation* for a discussion of harmful microorganisms and how they are spread through unsanitary food preparation practices.] Be sure to include staphylococcus, streptococcus, salmonella, perfringes, and botulism bacteria as well as harmful viruses such as infectious hepatitis.

TRANSPARENCY: Show students Transparency 20 which lists factors that contribute to the growth and spread of harmful bacteria and viruses. KEY QUESTIONS: What can food preparation workers to do to stop the spread of harmful microorganisms? What is the difference between the ways that bacteria and viruses affect food?

FILM: Have students view a film or filmstrip on the importance of good hygiene and sanitation practices in food preparation. [NOTE: See references listed at the beginning of the unit. If you do not have access to such media, create a photo essay or a set of slides demonstrating proper techniques for sanitation in food preparation.]

TRANSPARENCY: Show students Transparency 21 which shows the food temperatures that encourage and discourage bacterial growth. KEY QUESTIONS: How long should foods be held in a warming area before being served? How should frozen foods be thawed? How long do foods need to cook at high temperatures in order to kill harmful microorganisms?

CHARTS: Ask students to prepare a reference chart which shows how long foods can be stored, how to store them properly, and what the signs of spoilage are. Charts might be organized similar to the illustration below. [NOTE: This information can be gathered from several sources. Many food service textbooks have this information. See references at the beginning of the unit.]

FOOD STORAGE			
Food	Days Stored Safely	Type of Storage	Signs of Spoilage

KEY QUESTIONS: How can such a chart help the person receiving a shipment of produce or meats from a wholesaler? Once received, how should various foods be stored? What types of storage are possible? How can temperature in various storage areas be monitored?

ROLE PLAY: Using the Check List of Sanitary Food Preparation Methods which accompanies Lab Experience 36, have students role play an orientation conference with a new kitchen helper. As the director, the student explains the sanitation guidelines and why they are important. The student playing the new employee can ask questions. KEY QUESTIONS: Why is it important to be sure that all persons working with food are aware of and follow these guidelines? What is the director's role and responsibility in ensuring that food is prepared under sanitary conditions?

GUEST SPEAKER: Invite a representative of the local health department to visit with the class about the importance of cleanliness and sanitation in food preparation. If possible, have the speaker bring helpful pamphlets or prepare a demonstration on proper handwashing techniques and other aspects of sanitation.

DEMONSTRATION: Arrange for students to meet at a child care center to observe proper dishwashing practices. Two basic methods are used: washing in a three-compartment sink by hand and washing with a dishwashing machine. Have the person demonstrating show how dishes are prepared for washing, how they are sanitized, and how they are dried. KEY QUESTIONS: How hot does the water in a dishwashing machine have to be in order to sanitize the dishes? What kind of chemical can be used as a sanitizing agent when the three-compartment sink is used? Why should dishes and utensils be allowed to air dry? How should clean dishes be handled and stored?

OBJECTIVE

Analyze appropriate mealtime practices for children in a group child care setting.

HANDOUT: Give students a copy of Handout 29 on mealtime practices in child care centers. Ask students to study the features of mealtimes for infants, toddlers, and preschoolers. KEY QUESTIONS: How do these mealtime practices relate to child development? In what ways do children's eating abilities change with age? How might this information affect food preparation? What time should children eat? Is it better for children to eat in their own rooms or to go to a central dining area? Why?

DISCUSSION: Discuss Lab Experience 37 in which students observed an infant and a preschool child during a mealtime. KEY QUESTIONS: How is mealtime different for infants and preschool children? Why? What guidelines for mealtimes might you establish as a director of a preschool program? Divide the class into groups to discuss this last question. Using their observations and readings as a basis, have each group develop a set of mealtime guidelines for serving children in a group child care setting. Groups can then share their guidelines with each other.

DISCUSSION: Discuss the advantages and disadvantages of serving family-style meals in a child care center. On the chalkboard, make a space for listing the advantages and disadvantages as students discuss them. KEY QUESTIONS: How may this type of meal service enhance a child's development? If you are in a program where family-style meals are not possible, what can you do to provide children with the advantages of family-style meal service? What other serving styles are appropriate for child care programs?

Health

OBJECTIVE

Identify health care components of a child care program.

GOAL DIAGRAMS: Have students explore goals and objectives of health care in the child care program. Through brainstorming, have students identify four or five major goals for health care in the child care program. Goals such as "preventing the spread of illness," "providing nutritious foods," "helping children learn good health habits," and "screening children to identify special

needs" might be included as basic goals. After the goals are identified, write each one on a large strip of tag or poster board. Divide the class into groups, one for each of the identified goals. Give groups one of the goal cards. Ask the groups to discuss how their goal might be implemented in the child care program by listing specific objectives. Objectives that support the goal can be written on newsprint or poster board. KEY QUESTIONS: Why is it useful to think through your goals and objectives for health care in the child care program before beginning a program? How will such planning affect the curriculum and the budget? What responsibilities does the child care program have for the health of the children enrolled?

BULLETIN BOARD: Make a bulletin board identifying the components which might be a part of the health care program in a child care center. A theme of "High Hopes for Children's Health" with balloons or "Keys to Child Health" with keys on a key ring might be used. Components to include are: the daily health check, immunizations, visiting physician, annual check-ups, screening, children's health curriculum, sanitary practices, and health records. Other components can also be included. [NOTE: Health components can also be communicated through posters or mobiles.]

LEARNING FAIR: Hold a learning fair to help students learn about various health care components that might be offered in the child care program. Divide the class into teams. Assign each team to research one of the identified health care components. Each team then plans a learning booth which helps a visiting student learn all about that health care component. Learning booths can include posters, charts, handouts, displays of actual items, demonstrations of specific techniques, puzzles, or games as well as discussion. Hold the learning fair during a class period when students will have enough time to visit all the booths. Be sure that team members take turns at their booth so that they can visit all the other booths. [NOTE: A festive atmosphere can be created with decorated booths and refreshments. A learning fair should be fun as well as educational. To do a good job, students will need plenty of planning time.]

CHECK LISTS: Provide students with examples of check lists that might be used for a daily health check. [NOTE: Daily health check lists can be found in the Home Economics Curriculum Center's *Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide* and in Reinisch and Minear's *Health of the Preschool Child*. Check lists from area child care programs can also be used.] KEY QUESTIONS: What is the value of the daily health check? How long should such a check take? What can a caregiver do if several children arrive at the same time and all need to be checked? Why do some child care centers not have a daily health check? How can parents be made to feel comfortable while their child is being checked?

OBJECTIVE

Evaluate the director's role in maintaining a clean and sanitary child care environment.

SLIDES: Use a set of slides to help students identify ways that harmful microorganisms are spread in a child care environment. [PREPARATION: Make slides showing typical scenes at the child care center. Focus on interactions and aspects of the environment which potentially contribute to the spread of harmful microorganisms. For example, infants mouthing toys, diaper changing area, restrooms, wastebaskets, children playing together, floors where children sit or play, water fountains, children blowing their nose, etc.] Before showing the slides discuss with students how harmful microorganisms (bacteria and viruses) are spread. Have students examine each slide and identify aspects of the environment or interactions which potentially contribute to the spread of harmful microorganisms. KEY QUESTIONS: Can any environment be made totally free of harmful microorganisms? What responsibilities does the child care program director have in maintaining a clean and sanitary child care environment? How can the spread of harmful microorganisms be controlled?

GUEST SPEAKERS: Invite several housekeepers or custodians from local child care facilities (or nursing homes) to visit with the class about the principles of housekeeping. An informal setting for discussion in small groups might be established by having each speaker visit with three or four students at a time. Students can then rotate to another speaker's group. Students can prepare questions ahead of time. KEY QUESTIONS: What are the most important rules of good housekeeping in a child care setting? How often do certain tasks need to be done? How do you kill germs? What is the best way to maintain a housekeeper's motivation on the job? What kind of special equipment is needed to do the best job? How might the housekeeping tasks differ from one facility to another?

JOB DESCRIPTIONS: Using Lab Experience 38 as a starting point, have students work in small groups to develop a job description for a housekeeper in a child care facility. Students might use note cards to begin with and write down each task done by the housekeepers interviewed. From here students can develop a job description which lists tasks to be performed daily, weekly, occasionally, etc. For evaluation have students compare their housekeeper's job descriptions to actual job descriptions used in a child care center. KEY QUESTIONS: What qualifications does a housekeeper need? What happens in small programs or family day home systems where having a housekeeper is not practical? How are housekeeping tasks divided?

DEMONSTRATIONS: Arrange for students to observe demonstrations of various housekeeping tasks. Have students notice there is a proper procedure for most housekeeping tasks. Tasks which might be demonstrated include cleaning and sanitizing restrooms, washing

walls, doing laundry, changing crib sheets, cleaning the classrooms, etc. KEY QUESTIONS: Why is it important for a director to know the proper procedures for such tasks? How do these procedures help control the spread of harmful microorganisms?

CHECK LIST: Have students research references and prepare a check list for proper use and maintenance of the diaper changing area in a child care center. Such a list could be posted on the wall near the diapering area for quick reference. KEY QUESTIONS: Why is the diaper changing area of such critical concern in the prevention of illness in the child care center? What kind of supplies need to be on hand? What type of materials can be used as changing pads? What kind of solution can be used to disinfect the surfaces in the diaper changing area?

OBJECTIVE

Describe procedures for reporting signs of child abuse and neglect.

GUEST SPEAKER: Invite a representative of the local child welfare agency to visit with the class about reporting possible child abuse and neglect. KEY QUESTIONS: What are the signs of possible abuse and neglect? How do you report your suspicions? What happens after a report is made? How does the local child welfare agency work with child care programs in the area? What laws govern the reporting of child abuse and neglect?

CASE STUDIES: Develop several case studies related to child abuse and neglect. Establish situations in which a caregiver notices certain signs and reports to the director. In small groups have students discuss what should be done by the caregivers and director in each situation. Have students discuss the complexity of the child abuse and neglect cycle. Point out that parents are in need of help, not blame. KEY QUESTIONS: What feeling might be associated with the reporting of suspected child abuse or neglect? Why is documentation important? How should documentation be done?

FILMS: Have students view and discuss a film or filmstrip on child abuse and neglect. [NOTE: See list of audiovisuals at the beginning of the unit.]

Safety

OBJECTIVE

Develop safety policies and guidelines to follow in the child care center.

TRANSPARENCY: Discuss Transparency 22 with students. Ask students to identify policies which would fall into each of these categories. In small groups have students make a list of such policies. KEY QUESTIONS: How does space arrangement affect safety in the child care environment? How often should toys and equipment be inspected for safety? How should supplies be stored? What kind of hazardous materials might be found in a child care

center? How should these materials be treated? How are safety rules developed? Why is the staff-child ratio so important in maintaining safety in interactions among the children? What is the purpose of a release form? Where should emergency phone numbers be kept? How often should fire and severe weather drills be practiced? Why do accurate records need to be kept?

DISPLAY: Have students study references on selecting toys and equipment for children. Ask them to find or prepare a check list or list of tips on safety in toy and equipment selection. In class prepare a display of ten items from a three-year-olds' classroom. Give each item a number. Among the items include several unsafe items or items that are not developmentally appropriate. Ask students to number a sheet of paper from one to ten. By each number, they are to write their assessment of the corresponding item. After each student has recorded their responses, go over each item on the display and discuss its safety features or lack thereof.

BULLETIN BOARD: Have a small group of students prepare a bulletin board display on poisonous plants. Students might obtain samples of poisonous plants from a local nursery or greenhouse and seal them in plastic bags for the display. KEY QUESTIONS: Which plants are common to our area? What kind of indoor plants should be avoided? Which plants are potentially fatal? What first aid procedures should be followed in case of accidental poisoning?

GUEST SPEAKER: Invite a representative of your local fire department to give the class a presentation on fire prevention and safety. If possible, have the guest demonstrate the use of a fire extinguisher, how to install a smoke alarm, and how to check such equipment to be sure it continues to work. KEY QUESTIONS: How do you shop for a fire extinguisher and a smoke alarm? How often does this equipment need to be checked? What areas of the child care center should be checked often for fire safety? What is the purpose of the posted fire evacuation plan? What fire safety concepts can young children learn?

REPORTS: Have interested students find out about safety procedures to follow in case of severe weather in your area. In class let these students give a report on their findings. Students might prepare a handout, poster, or other visual aid for their presentation. KEY QUESTIONS: Why does a director need to know what to do in case of severe weather? What is the director's first priority in such emergencies?

HANDOUT: Give students a copy of Handout 30 which is an accident report form. Students might also be provided with examples of other types of forms associated with record keeping in case of accident or illness. KEY QUESTIONS: What purposes does such reporting serve? Who records the information on the form?

GAME: Play a game of Safety Bingo with students to help them review items which should be checked on regularly in the child care

environment. Using some safety check lists or other resources, prepare bingo cards with statements about safety in the environment. The illustration below is one example of a Safety Bingo Card.

S	A	F	E
Electrical Outlets Covered	Bolts on Playground Equipment Covered	Rugs Secured To the Floor	Children Use Seat Belts when Being Transported in Vehicles
Concrete Anchoring on Playground Equipment Underground	Safety Scissors Are Used By Children	Light-weight Swing Seats on Playground	Safety Rules Posted
Spills Are Promptly Cleaned	FREE	Playground Fenced	Caregivers Spread out to Supervise Outdoor Play
Toys in Good Repair	Electrical Cords Taped Securely	Traffic Paths Free From Clutter	Posts on Infant Cribs Not More Than 2-3/8" Apart

Students can follow up this game by preparing some safety check lists for their future use as child care program directors. Check lists for daily, weekly, monthly, and seasonal safety checks can be made.

OBJECTIVES

Demonstrate appropriate first aid for illness or injury which might occur in the child care center.

Discuss the importance of being familiar with emergency care procedures when caring for children with special needs.

List first aid supplies that should be on hand at the child care center.

WORKSHOP: Plan and conduct a one-day first aid workshop for your students. Have students practice various first aid techniques which might be called for in a child care setting. [NOTE: Good information for planning your workshop can be found in Susan Johnson's *First Aid for Kids*, Jack Shiller's *Childhood Illness and Childhood Injury: A Commonsense Approach*, and Arena and Bachar's *Child Safety Is No Accident*.]

TRAINING COURSE: Arrange for your class to take an American Red Cross First Aid Training Course. There are several types of courses available. Check your phone book for the organization's number in your area.

REFERENCE CARDS: Ask students to prepare a set of "First Aid Reference Cards." On each card students should list the injury or problem in bold letters across the top of the card. Then they can write what a caregiver should do in that case. Include a card on these topics: animal bites, child bites, insect bites, ticks, minor bleeding, nosebleeds, severe bleeding, broken bones, bruises, sprains, minor burns, severe burns, vomiting, choking, convulsions, cuts and scrapes, object in the ear, object in the eye, splinters, fainting, heat exhaustion, heatstroke, failure to breathe, and shock. Check cards for accuracy.

POSTERS: Have students prepare wall posters illustrating first aid for common injuries or illness. Display and discuss each poster in class. KEY QUESTION: Why is it important to know exactly what steps to take in each of these cases?

FLASH CARDS: Using the illustration provided on Handout 31 prepare several sets of first aid flash cards. Point out to students that quickly reacting to emergency situations can sometimes save lives. The flash cards can help students practice explaining what first aid steps need to be taken in each case illustrated. Students can practice with the flash cards until they can quickly recall what steps need to be taken.

DISCUSSION: Discuss with the class some key questions regarding first aid. KEY QUESTIONS: Why is it important that several caregivers in a child care program have some kind of first aid training? How can the director help caregivers prepare for emergencies? During an emergency, how should caregivers respond to the other children? When should the ambulance or doctor be called? How do you know when to take the child to a hospital? What kind of records need to be close at hand during an emergency? Why?

RESEARCH REPORTS: Have students investigate various handicapping conditions which might be found among children in child care settings. Ask students to focus on information that would be needed by caregivers in case of an emergency related to the child's special needs. Students report and discuss their findings with the class. KEY QUESTIONS: Why is it important for the director to have knowledge of potential problems which might occur for the

child with special needs? What role do parents, physicians, and others play in ensuring that caregivers know how to respond to a special child's emergency needs?

CHECK LIST: Have students check various first aid references for a list of recommended first aid supplies. Some students might like to investigate the cost of the recommended items. Other students might check with the child care program where they work or have labs for other supplies which might be included on the list. Discuss the purpose of each item in the first aid list. KEY QUESTIONS: What first aid items should be taken on field trips? What items might be kept in the car or bus at all times? How often should first aid supplies be checked? What items might need replacing frequently?

Nutrition, Health, and Safety Unit IV Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ State licensing standards usually include nutrition, health, and safety guidelines on
   A. first aid procedures and techniques.
   B. the daily health check.
   C. the use of safety check lists.
   D. health records.

2. _____ A cycle menu is useful because
   A. it takes advantage of seasonal foods.
   B. children prefer to eat familiar foods often.
   C. it features easy-to-prepare convenience foods.
   D. the same menu can be repeated each month.

3. _____ Good menus which feature well-balanced meals and snacks, new foods, and cultural dishes can best be planned by
   A. the child care program director.
   B. a qualified nutritionist or similar professional.
   C. the child care program's board of directors.
   D. a committee representing the director, caregivers, parents, food service personnel, and a dietician.

4. _____ According to the USDA's Daily Food Guide, young children need
   A. three basic servings from the Meat and Legumes Group each day.
   B. four or more servings from the Vegetable and Fruit Group each day.
   C. a source of Vitamin C at least three times a week.
   D. two basic servings from the Bread and Cereal Group each day.

5. _____ Commercial food service equipment should be considered for child care programs
   A. with 30 or more children.
   B. with 50 or more children.
   C. with 100 or more children.
   D. composed of two or more facilities.

6. _____ A detailed description of an item to be ordered is known as the
   A. bid.
   B. purchase order.
   C. specifications.
   D. catalogue number.

7. _____ When planning food purchases, a cook first calls the wholesalers to find out what products are "special buys." The special buy items are then worked into the menus. Where this is not possible, the cook stores the items for future use. Without realizing it the cook has failed to follow the first principle of food purchasing:
   A. Order food from reputable local suppliers.
   B. Buy foods for a set period of time.
   C. Start with the menu.
   D. Keep inventory as low as possible.

8. _____ To prevent the growth of harmful microorganisms
   A. foods should be cooled before being put into the refrigerator.
   B. leftovers should be served within a week after being served the first time.
   C. thawed meats that are not cooked should be refrozen.
   D. frozen foods should be thawed in the refrigerator.

9. _____ The most important sanitary food preparation measure that can be taken by food service workers is
   A. handling silverware and utensils by the handles only.
   B. keeping work areas well organized.
   C. wearing a clean apron every day.
   D. proper hand washing.

10. _____ The danger zone for food temperatures is
   A. 32-45° F.
   B. 45-140° F.
   C. 140-165° F.
   D. 165-212° F.

11. _____ A mealtime practice *not* recommended for infants is
   A. introducing two new foods at the same meal.
   B. allowing infants to feed themselves as soon as they are able.
   C. preparing foods with mild flavors.
   D. holding infants while they drink their bottle.

12. _____ Disease causing microorganisms are easily spread when
   A. caregivers help children learn how to cover their mouth and nose when sneezing.
   B. an infant caregiver washes his or her hands before and after changing a diaper.
   C. sick children are brought into the group.
   D. immunizations against childhood diseases are kept up-to-date.

13. _____ To sanitize means to
A. eliminate unpleasant odors.
B. remove dirt or soil from the environment.
C. remove harmful microorganisms.
D. remove garbage.

14. _____ The area of the child care center most susceptible to the spread of harmful microorganisms is the
A. toddler's play area.
B. playground.
C. lunch room.
D. diapering area.

15. _____ Child abuse and neglect
A. occur mainly in low-income families.
B. can occur in families from all strata of society.
C. are caused mainly by fathers.
D. are caused by parents with low intelligence scores.

16. _____ Child abuse or neglect might be suspected if the child
A. cries when the parent leaves each morning.
B. seems afraid to be touched.
C. does not share easily with other children.
D. refuses to eat certain foods.

17. _____ In case of a severe storm the safest room has
A. inside walls.
B. a telephone.
C. a television.
D. windows.

18. _____ A common plant which can be fatal if swallowed is
A. poinsettia.
B. philodendron.
C. mistletoe.
D. elephant ear.

19. _____ In case of a severe cut, the first step is to
A. apply a tourniquet.
B. apply direct pressure.
C. treat the victim for shock.
D. apply an antiseptic.

20. _____ A child should not participate in group child care if the child
A. has allergies.
B. is currently taking medication prescribed by a doctor.
C. has had fever during the past 24 hours.
D. does not eat well during the noon meal.

21. _____ Caregivers responding to a child having a seizure should first
A. restrain the child to prevent a head injury.
B. begin mouth-to-mouth resuscitation.
C. remove objects in the area which might injure the child.
D. administer the Heimlich maneuver.

22. _____ Syrup of ipecac is included in the first aid supplies of a child care center to
A. induce vomiting in case of poisoning.
B. reduce fever over 102° F.
C. stop bleeding in case of a severe cut.
D. stop the pain of a severe burn.

DIRECTIONS

For Items 23-25, write a short essay.

23. Why is it important to receive and store food purchases properly? How are food orders processed and stored?

24. What are the advantages of serving meals family-style?

25. What four basic health care components are appropriate for child care programs?

Performance Objectives

Personnel Development Unit V

Self-Analysis

- Discuss the importance of self-analysis and self-mprovement for the child care program director.

Professional Organizations

- Explain the importance of participating in community organizations and activities which promote the welfare of young children.

Staff Training

- Evaluate staff training needs for a child care program.
- Outline strategies for providing staff training.
- Determine educational opportunities available in the community for training of child care professionals.
- Plan a workshop for training child caregivers.
- Develop guidelines for finding and using consultants for staff development and training.
- Describe how a resource library for child caregivers could be established and maintained.

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What Could I Say?

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Suggested Classroom Experiences

Self-Analysis

OBJECTIVE

Discuss the importance of self-analysis and self-improvement for the child care program director.

HANDOUT: Give students a copy of Handout 32 which is a check list for assessing potential burnout. Give students time to complete the check list. Discuss the importance of identifying warning signs of burnout. KEY QUESTIONS: How can this check list be a starting place for self-analysis and self-improvement? What can directors who feel that they are about to burnout do about it? What preventative measures can be taken to avoid burnout?

GUEST SPEAKER: Invite a mental health professional to visit with the class. Ask the professional to discuss burnout in the helping professions. The speaker should emphasize the need for individuals to be informed about the realistic pressures and stresses in the helping professions. KEY QUESTIONS: Why are the helping professions particularly susceptible to stress and burnout? What can individuals in the helping professions do to avoid too much stress?

DESCRIPTORS: Discuss briefly with students the way a computer search operates. Point out the function of descriptors or key words the computer uses to locate information. Ask students to imagine they are searching for themselves in the computer. Have students make a list of computer descriptors that would be used to locate themselves in the computer's memory. Divide the class into pairs. Allow the students to share their descriptors with each other. [NOTE: As a follow-up activity ask students to have a friend or family member make a list of descriptors they think would apply to them. Students can compare their own list of descriptors to a list made by someone else. Often we see ourselves differently than others see us.]

DISCUSSION: Divide the class into pairs. Have students share the results of Lab Experiences 40-42 in which students identified professional goals, completed a self-analysis personality profile, and made a plan for improvement. KEY QUESTIONS: What benefits may result when directors take stock of themselves? How often do directors need to take a look inside?

Professional Organizations

OBJECTIVE

Explain the importance of participating in community organizations and activities which promote the welfare of young children.

TRANSPARENCY: Show Transparency 23 to students and discuss the benefits of membership and participation in professional organizations. KEY QUESTIONS: What are some professional organizations whose purpose is to promote the welfare of young children? How do the purposes of these organizations relate to those shown on the transparency? How do each of the benefits listed promote the welfare of young children?

RESEARCH REPORTS: Ask individual students to research one of the professional organizations associated with young children. Students should find out about the organization's purpose, philosophy, membership requirements, fees, publications, and meetings. In class have students give reports on the organization they researched. If possible students might obtain and distribute pamphlets or fliers from the organization. [NOTE: Organizations to investigate include: Association for Childhood Education International, Child Welfare League of America, Inc., National Association for Child Care Management, National Association for the Education of Young Children, National Black Child Development Institute, and National Credentialing Program, Child Development Associate Credentialing Commission. In addition to these national organizations, there will be many state and local organizations to investigate.] KEY QUESTIONS: What common goals do these organizations share? How are the organizations different? Do you think it is valuable for there to be many organizations with similar goals and purposes? Why? If you could join only one professional organization, which one would it be and why?

GUEST SPEAKER: Invite a representative from a professional organization to visit with the class about their group. Ask the speaker to focus on the aspects of the organization which provide information to child care professionals.

DISPLAY: Prepare a display of journals and other publications from various organizations associated with young children. Ask students to examine the publications. KEY QUESTIONS: Why is the publishing function of many organizations so important to child care program directors and caregivers? What type of journal do you prefer to read and why?

ABSTRACTS: Have students read and prepare an abstract of an article from a professional organization's journal or magazine. Ask students to identify how that article fits in with the stated purpose of the organization. KEY QUESTIONS: How can you find time to keep up with all the current information coming from such professional organizations? How do you know the information presented in the journals or magazines is accurate?

Staff Training

OBJECTIVE

Evaluate staff training needs for a child care program.

CASE STUDIES: Prepare several case studies which briefly describe a hypothetical situation that could be found in a local child care program. The situation should have some apparent aspects that are in need of development. Divide the class into groups of three to five students. Ask the groups to suggest strategies that could be utilized to train the staff to meet the identified needs of the child care program. KEY QUESTIONS: In what ways do program needs affect staff training? How can program directors identify their program needs?

TRANSPARENCY: Show students Transparency 24 which identifies methods of assessing staff training needs. Discuss the ways that these methods can be utilized in a child care program.

TRANSPARENCY: Show students Transparency 25 which shows the "chemistry of staff training." Discuss each step in the transformation process. KEY QUESTIONS: How do program needs, individual needs, and situational factors affect the objectives for staff training? How does the purpose of the child care program and the feasibility of meeting various needs "filter" the staff training objectives? Ask students to give examples of how this model might work in reality.

PANEL DISCUSSION: Invite several child care program directors to participate in a panel discussion on staff training. Ask the panel members to describe how they identify staff training needs, how they go about providing that training, and how successful they feel their training efforts are.

HANDOUT: Give students a copy of Handout 33 which is a questionnaire that could be used by a director in determining staff training needs. KEY QUESTIONS: How do each of the items on the questionnaire impact on staff training? Why is it so important to identify needs before beginning staff training? What might result if training is not based on identified needs? After discussing the questionnaire, have students complete it as if they were a member of a child care staff. Then divide the class into groups of about six to eight students. Have students discuss and analyze their completed questionnaires as if they were members of a child care program staff. Have the group prepare a list of possible needs and training ideas based on their questionnaires.

BRAINSTORMING: Using the same groups as in the activity above, have students brainstorm to identify training objectives based on their questionnaire analysis. Provide groups with large sheets of newsprint and markers for recording their objectives. After the groups have completed their brainstorming, invite them to share their lists of objectives. KEY QUESTION: Why is it useful to translate training needs into specific training objectives?

OBJECTIVE

Outline strategies for providing staff training.

LEARNING CENTERS: Set up learning centers utilizing different staff training strategies to communicate one central idea or concept. After students have participated in the learning centers, discuss the idea of communicating one concept through various strategies. [NOTE: For example, you might want to have a child care staff learn how to set up the environment for infants in group care. To communicate the information you could use posters, films, books, models, diagrams, photographs, discussions, etc. References listed at the beginning of the unit give specifics on how to use a variety of training techniques.] KEY QUESTIONS: What is the value of using various strategies to provide staff training? In what ways do people learn?

FLIP CHART: Use a flip chart to list the advantages and disadvantages of various training strategies. [PREPARATION: At the top of each page of a large newsprint tablet, write the training methods or strategies you want students to discuss. Mark two sections on the page, one for listing advantages and one for listing disadvantages.] Lead the class in discussing each training strategy and its advantages and disadvantages. Using a felt-tip marker write down the students' comments. KEY QUESTIONS: Which strategies take more time and planning to use? Which strategies would be most effective for people who learn better by doing?

HANDOUT: Give students a copy of Handout 34 which lists some criteria to consider when selecting training methods. Using this list as a starting point, have students identify two or three training methods which would be most comfortable for them.

WORD PUZZLE: Give students a copy of Handout 35 which is a word puzzle reviewing a variety of training strategies that students have been discussing. Give students about 15 minutes to complete the puzzle. [NOTE: The correct answers to the puzzle can be found in the Answer Keys at the end of this guide.]

VIDEOTAPES: Show students some videotapes of child caregivers in action. Ask students to think about what the caregivers might discover by seeing themselves on film. KEY QUESTIONS: How could videotapes be used as a training method for child caregivers? If you used videotapes with your caregivers, how would you incorporate them into your staff training program? How can caregivers be made to feel comfortable?

BRAINSTORMING: Brainstorm with the class about how adult learners are different from youth and child learners. KEY QUESTIONS: What do adults need in order to learn effectively? What makes the adult learner different from younger learners?

HANDOUT: Give students a copy of Handout 36 which gives some characteristics of adult learners and how the characteristics translate into training principles.

OBJECTIVE

Determine educational opportunities available in the community for training of child care professionals.

REFERENCE CARDS: Have students prepare a set of reference cards which list training topics or areas and places in the community where they might find resources on the topics listed. Give students the following list of training topics as a starting point:

- Child Abuse and Neglect
- Children with Exceptional Needs
- Curriculum Development
- Communicable Diseases
- Building and Grounds Maintenance
- Interpersonal Communication Skills
- Toys and Equipment
- Quantity Food Preparation

Have students list on each training topic card at least two organizations in the community which might provide educational opportunities for the topic listed. In class provide time for students to share information and add additional resources on their cards.

PRESENTATIONS: Invite representatives from local colleges, universities, adult education agencies, etc., to give a presentation about their services and programs. KEY QUESTIONS: As a child care program director, how can you motivate your staff to become involved in the educational programs available in the community? Why might some caregivers be hesitant to enroll in college?

HANDOUT: Give students a copy of Handout 37 which is a listing of some organizations which might provide some type of educational opportunities for a child care staff. Students can save this list for future reference. [NOTE: If you live in another state, prepare a list showing organizations in your state similar to those listed on the handout.]

OBJECTIVE

Plan a workshop for training child caregivers.

CIRCULAR RESPONSE: Conduct a circular response discussion on what makes a workshop exciting and useful. [NOTE: To conduct a circular response discussion, arrange the group in a circle. Appoint one or two students to listen and take notes during the discussion. Each person in the circle has one minute to speak on the topic. One person begins and the discussion goes around the circle so that each person has a chance to speak. No one may speak out of turn. The discussion may go around the circle several times. Set a time limit for ending the group's discussion. Students may, during their turn, add new thoughts, support someone else's idea, pass, or ask for a minute of silence in which to think about the topic. After the discussion has ended, have the note-takers compile all the ideas and read them back to the group for evaluation.] Encourage students to give examples from exciting and useful workshops that they have attended in the past. A

handout could be prepared after this discussion summarizing the results of the discussion.

HANDOUT: Give students a copy of Handout 38 which shows one plan for holding a workshop. Discuss what is involved in each of the activities listed. KEY QUESTIONS: Why is advanced planning essential? What other types of plans or planning forms might be used in planning and conducting a workshop? What kind of problems can result if planning is poor? Why is evaluation of the workshop also important?

TRANSPARENCY: Review Transparency 26 with students. Students can discuss how the various types of grouping patterns might be used in a workshop. KEY QUESTIONS: What are the advantages of each pattern? What patterns might be more useful for sharing information? for problem solving?

TRANSPARENCY: Use Transparency 27 to record a discussion of tips or ideas which make workshops go smoothly. Ask students to draw upon their own experiences and readings and suggest some advice which might be useful to directors learning how to plan and conduct workshops. For example, some "workshop lifesavers" might be: 1) Always check audiovisual equipment ahead of time, 2) Have advanced registration if possible, and 3) Remind your guest speakers about the workshop the day before. As students suggest other tips, write these on the transparency.

DISCUSSION: Give students a chance to have some feedback about the workshop plan that they made for Lab Experience 46. In pairs or small groups, have students exchange plans for evaluation by a peer. Students can look for possible omissions, things that may not work, etc., and give the other students their feedback. In addition, students will have the opportunity to get new ideas from each other.

OBJECTIVE

Develop guidelines for finding and using consultants for staff development and training.

DISCUSSION: Discuss with the class some of the following KEY QUESTIONS: What is a consultant? What can a consultant do for the child care program, director, staff, and parents? When should you call in a consultant? How do you find a consultant? [NOTE: A good resource on this topic is an article titled "On Using Consultants: Suggestions for Administrators and Teachers" which appeared in the January 1980 issue of the *Child Care Information Exchange*, pages 26-29.]

TRANSPARENCY: Show Transparency 28 which describes four types of consultants. Ask students to give examples of situations when each type of consultant might be needed. Invite students having first hand experience with consultants to describe the experience.

REFERENCE CARDS: Have students expand their reference card file listing educational opportunities available in the community to include sources for consultants. (This reference card activity is described on page 112.) Other topics which might be listed for consultation purposes might include:

- Finances
- Improving a Board of Directors
- Parenting
- Small Business Management

Provide time for students to share their findings with other class members.

GUEST SPEAKER: Invite a consultant to visit the class. Ask the consultant to address the consultation process from the consultant's perspective. KEY QUESTIONS: What is the primary goal in the consultation process? What information is needed prior to the first consultation? What kind of information do you seek as you are consulting? Does the consultation always work? What happens when the problem is not corrected?

CASE STUDY: Read the following case study to the class and discuss the key questions. CASE STUDY: A child care center director felt the need for a consultant to come in and help a caregiver with guidance and discipline. The caregiver's group of children was composed of an unusual number of children with special needs. The consultant observed the class twice and visited with the caregiver. The director later received a bill for more than expected. It also seemed that no improvement was apparent as a result of the consultation. The director was disappointed and vowed never to use a consultant again. KEY QUESTIONS: What might have gone wrong in this situation? What could the director have done to avoid the unexpected results? Point out the value of clarifying expectations before a consultant agrees to work for you. Also discuss the value of a written contract or agreement which clearly explains what is expected of each person involved and the costs and time involved.

ROLE PLAY: Have students role play an initial interview between a child care program director and a consultant. KEY QUESTIONS: What do you want to find out in the interview? How can you tell if the consultant will be able to help you? What kind of information do you need to give to the consultant? Do you need to make your decision about using the consultant at this initial meeting? Why?

OBJECTIVE

Describe how a resource library for child caregivers could be established and maintained.

CHECK LIST: Divide the class into groups for brainstorming. Ask the groups to think about what kind of materials they would like to see included in a resource library for child caregivers. After brainstorming ask the students to develop a check list based on their discussion of what they think should ideally be provided in a

resource library for child caregivers. Students can further develop their check lists by starring those items which they feel would be essential to include.

DISCUSSION: Ask students to discuss Lab Experience 47 in which the students organized their own resources as if they were developing a library. Have students share the various ways that they organized the titles, established a check-out system, etc.

FIELD TRIP: Arrange for students to visit several child care facilities which maintain a resource library. Have students notice what kind of materials are included, how they are organized, how they are checked out, and how well used they are by the caregivers. KEY QUESTIONS: If you could not have such a resource library in the child care facility, what other options might you explore? Where do the materials for a resource library come from? How might two or more centers work together to establish a resource library?

CATALOGUES: Collect and display catalogues from various publishers of child care and development materials. Have students write for catalogues that they want. Point out the value of keeping current by keeping in touch with publishers and book clubs for early childhood professionals. Students might begin a resource folder to maintain their catalogues and announcements of publications.

REPORTS: Have interested students find out about two other types of resource libraries: a materials and supplies library for caregivers and a toy lending library for parents. Ask students to report to the class about their findings. If you know of any such programs in your area, take a field trip there or invite a spokesperson to visit with the class.

DISCUSSION: Lead the class in discussing ideas for maintaining a resource library. Issues to address include:

- How do you get things back?
- How do you keep books and magazines in shape for repeated use?
- Where can you get funds for adding new materials?
- How often do you need to reorganize?
- What happens when your library is too big for the space you have?
- How can you encourage caregivers to use the library?

Personnel Development Unit V Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ The process of taking an inward look at yourself and gaining feedback from others is called
   A. interrogation.
   B. criticism.
   C. self-reflection.
   D. meditation.

2. _____ Frequently the lack of self-reflection and self-analysis results in
   A. job advancement and promotion.
   B. job loss.
   C. illness.
   D. job burnout.

3. _____ Four different child care center directors are frequently tardy for work. The one director that will probably overcome this tardiness is
   A. Mr. Mitchell. Mr. Mitchell realizes he is consistently tardy for work. He understands the causes for his tardiness. He wishes that he would not be tardy. He promises to try to do better.
   B. Ms. Harris. Ms. Harris understands her tardiness looks bad to the other staff members. However, she feels that as director, it is her privilege to be late.
   C. Mr. Alonzo. Mr. Alonzo has evaluated the causes of his tardiness. He realizes that he will have to change his behavior. He plans to reward himself with a new album every time he goes a week without being late.
   D. Ms. Castillo. Ms. Castillo is aware that she is consistently late for work. She plans to make up her tardiness by taking a shorter lunch break.

4. _____ Before a director can expect the staff to improve their skills, the director must be willing to
   A. give pay increases.
   B. pay for the staff to take college courses.
   C. demonstrate a willingness to improve herself or himself.
   D. decrease the child-teacher ratios.

5. _____ Networking is
   A. the informal exchange of information among professionals.
   B. the group purchasing of wholesale supplies.
   C. a system of community coordinated child care programs.
   D. the joint use of outdoor play space by two or more programs.

6. _____ The local organization of child caregivers has begun a letter writing activity to influence legislators to vote for better licensing standards. This activity is sometimes called
   A. protesting.
   B. demonstrating.
   C. child mediation.
   D. child advocacy.

7. _____ Which of the following is *least* important for the director to consider when planning staff training?
   A. the background experiences and education of the caregivers
   B. the program needs
   C. the needs and interests of the caregivers
   D. the number of children supervised by each staff member

8. _____ According to the principles of adult education, adults would learn best through
   A. role playing.
   B. reading a journal abstract.
   C. listening to a lecture.
   D. viewing a film.

9. _____ A director showing the staff a film about child development is providing
   A. parent education.
   B. staff training.
   C. continuing education credits.
   D. feedback.

10. _____ When a new caregiver is placed with an experienced caregiver for training, this is known as
   A. student teaching.
   B. orientation.
   C. on-the-job training.
   D. the probationary period.

11. _____ After conducting a staff training session, the director needs to
   A. follow through by evaluating the effects of the training.
   B. begin planning the next staff training session.
   C. bring in a consultant to evaluate the staff.
   D. write the goals and objectives of the staff training session.

12. _____ Field trips as staff training techniques are most successful when
   A. they are impromptu events.
   B. caregivers can relate them to their work.
   C. staff are required to take notes.
   D. caregivers feel like they are getting a break.

13. _____ Which of the following teaching strategies has been recently recognized as a tool for providing staff training?
    A. workshop
    B. case study
    C. lecture
    D. computer-assisted instruction

14. _____ The strategy for providing staff training that involves adults in acting out difficult or unusual situations is called
    A. individual conferences.
    B. role playing.
    C. lecture.
    D. discussion.

15. _____ By definition, a workshop should incorporate
    A. hands-on participation.
    B. in-depth discussions about individual children.
    C. participation in a research project.
    D. demonstrations of techniques with a group of children present.

16. _____ The first step in planning a workshop is
    A. planning the agenda.
    B. planning the goals and objectives.
    C. conducting a needs assessment.
    D. selecting a time and place.

17. _____ One of the best ways to encourage staff to make use of educational opportunities is to
    A. give staff released time to attend classes.
    B. deduct tuition for classes from the employee's salary.
    C. require staff to enroll in at least one course per year.
    D. give awards for the highest grades.

18. _____ Which of the following is probably *not* a source of educational opportunity for child care professionals in most communities?
    A. university or junior college
    B. health and social services
    C. private industry
    D. retail store

19. _____ The process in which a third party is involved in developing and implementing steps to eliminate a problem situation is the
    A. information process.
    B. consultation process.
    C. feedback process.
    D. self-reflection process.

20. _____ The director and consultant identify each other's philosophies, needs, and expectations for the consultation process through
A. a supervisor.
B. an interview.
C. reputation.
D. a questionnaire.

21. _____ A person that was advising the child care center staff about the behaviors of one particular child is called a
A. person-centered consultant.
B. program-centered administrative consultant.
C. client-centered consultant.
D. personnel-centered administrative consultant.

22. _____ One of the most convenient ways for child caregivers to receive accurate, current, and relevant information is through
A. attending national conferences.
B. attending courses at a university.
C. researching a topic in the city or university library.
D. utilizing a resource library located in the child care center.

DIRECTIONS

For items 23-25, write a short essay.

23. What kind of questions should a child care center director ask in order to determine staff training needs?

24. Explain why it is important for directors to take time for self-analysis and self-reflection.

25. Summarize the benefits of participating in professional organizations.

Transparency Masters

Classification of Child Care Programs

T-1

- Head Start
- Federally Funded (Title XX)
- Franchise
- Employer-sponsored
- Church-affiliated
- Individual Ownership
- Family Day Home System
- University- or Junior College-affiliated

Child Care Services

- Infant and Toddler Care
- Preschool Care
- After School Care
- Drop-in Care
- Bilingual Focus
- Mainstreaming
- Evening or Weekend Care
- Health Care Component
- Family Counseling
- Parent Education

Horizontal vs.Vertical Age Grouping

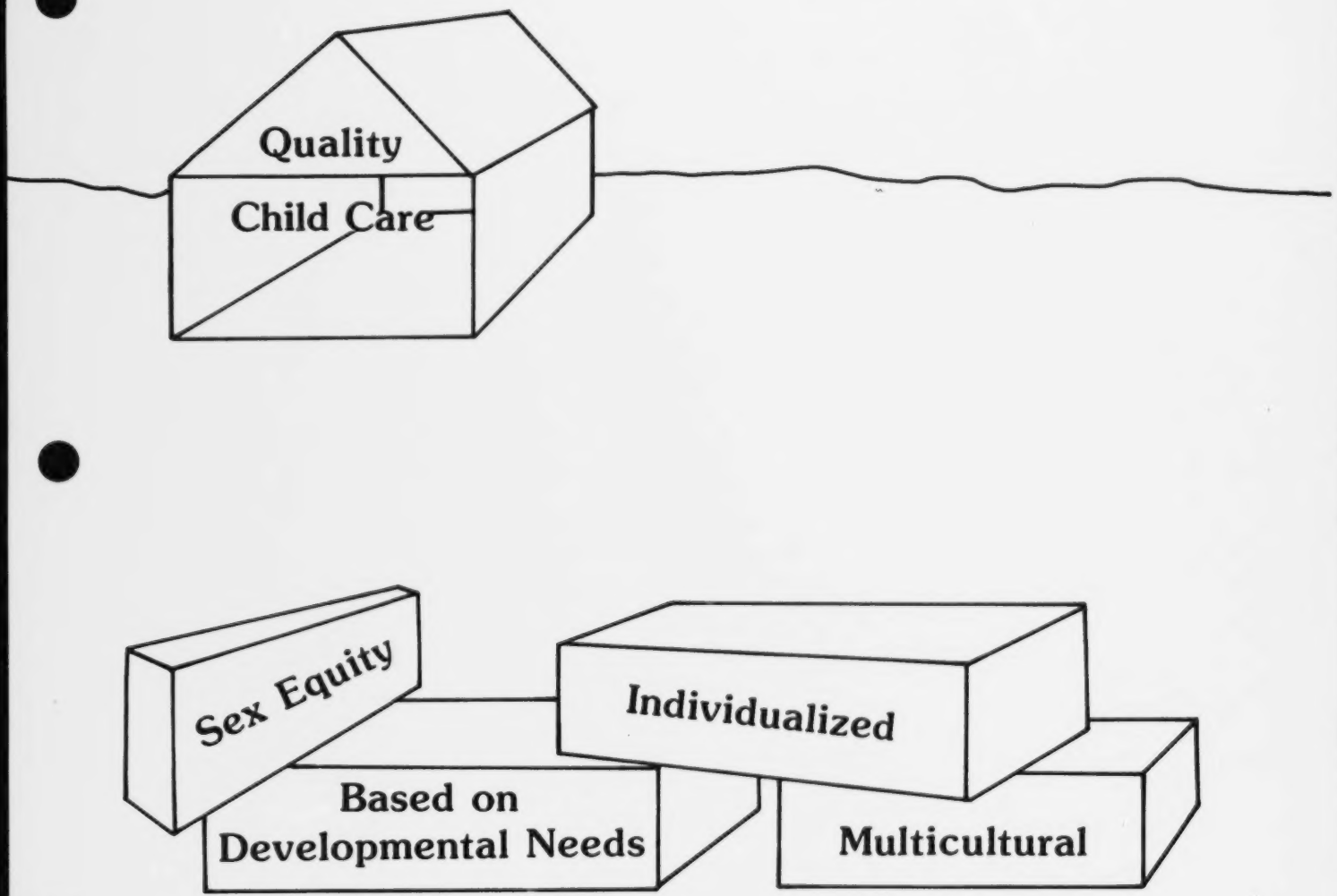
126

HORIZONTAL	VERTICAL
Advantages:	**Advantages:**
Disadvantages:	**Disadvantages:**

T-3

Cornerstone Concepts for Early Childhood Curriculums

T-4



The Director's Role in Implementing a Child Care Program

T-5

- Ensure that the program meets all regulations
- Establish operating policies
- Hire qualified staff
- Train caregivers to use curriculum
- Provide staff with needed motivation
- Ensure that needed supplies and equipment are available
- Evaluate the program and staff

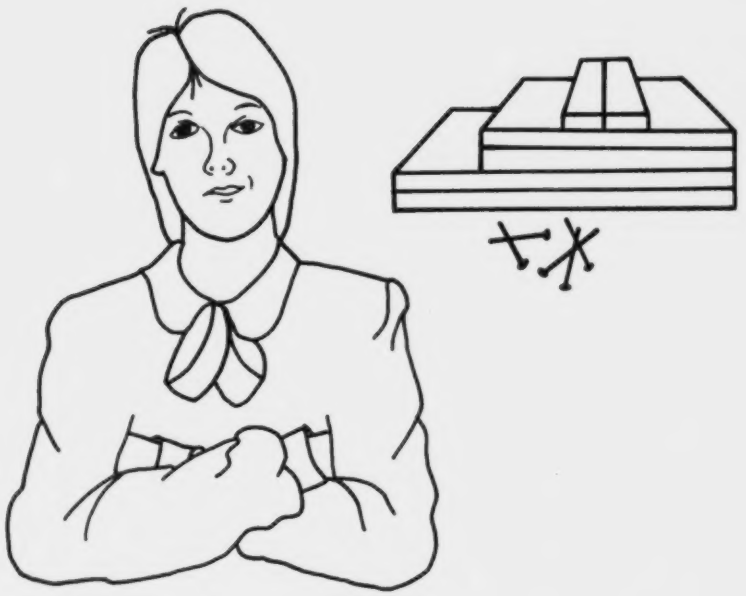
Types of Evaluation

Formative

My goal is to build shelves.

How big should the shelves be?

What kind of wood would be strongest?

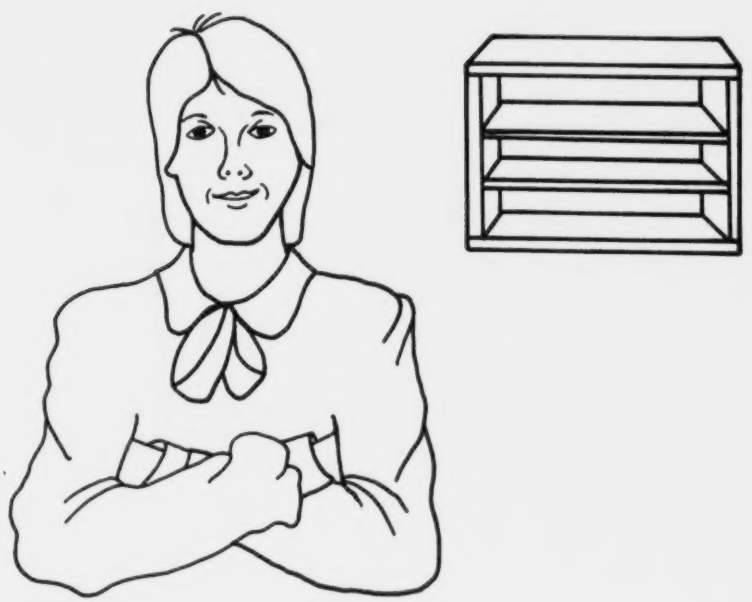


Summative

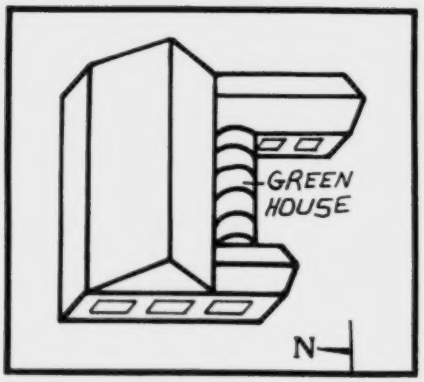
Does it do what I want it to?

Will it hold the weight of the books?

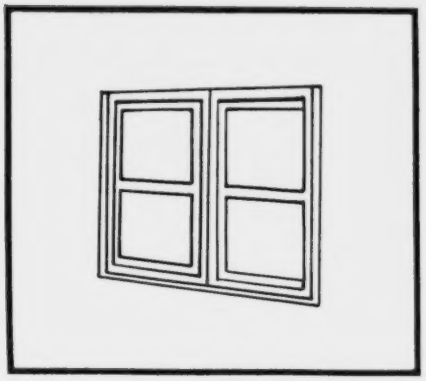
Does it look like I planned?



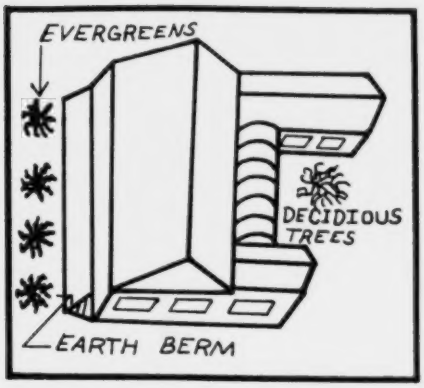
Tips for Energy Efficient Design



Situate and design the building to take advantage of the sun and protect against wind.



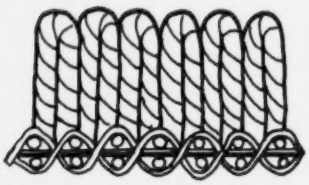
Use energy conserving building materials such as insulation, storm windows and doors, weather stripping, padded carpeting, and light colored exterior materials.



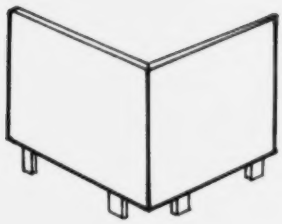
Use trees, shrubs, hills, and other landscape features to conserve energy.

Design for Appropriate Acoustics in a Child Care Facility

T-8



Use carpeted floors.



Use sound absorbing partitions.

Use padded or fabric covered work surfaces.

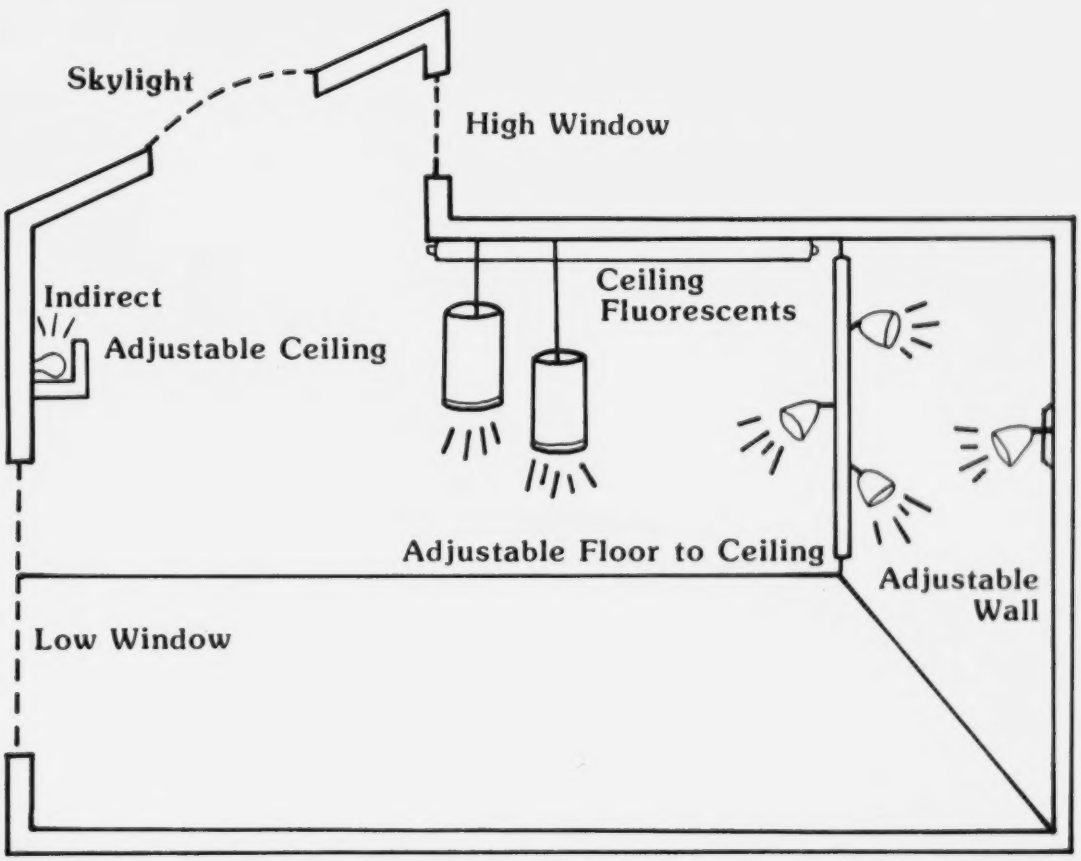
Provide airtight walls.

Use trees, shrubs, and earth.

Light Sources for the Child Care Environment

T-9

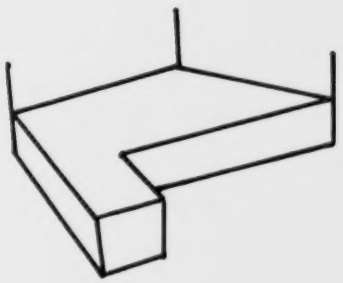
- Plan for a variety of light sources to define mood and space.
- Make use of some natural sunlight.
- Balance the lighting around the room to avoid areas which are too bright or too dark.
- Overhead lights need screens or filters. Children's viewing angles when looking up at an adult often cause them to look directly into light sources.
- Secure cords and electrical outlets properly to ensure safety.
- Situate the light sources so that shadows do not form on surfaces where children play or do close work.
- Place floor-to-ceiling lighting poles in places where they will not be bumped into easily. They should be placed in corners or blocked in with bookcases.



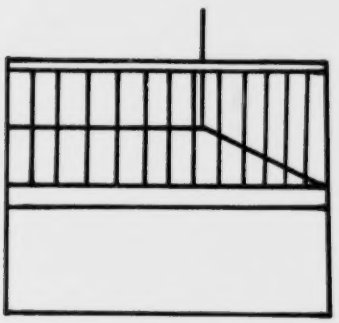
Variety in Floor and Ceiling Levels

T-10

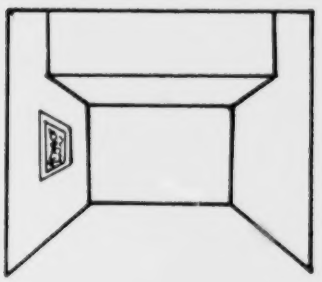
Platform



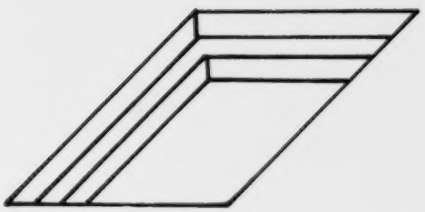
Loft



Lowered Ceiling



Sunken Area



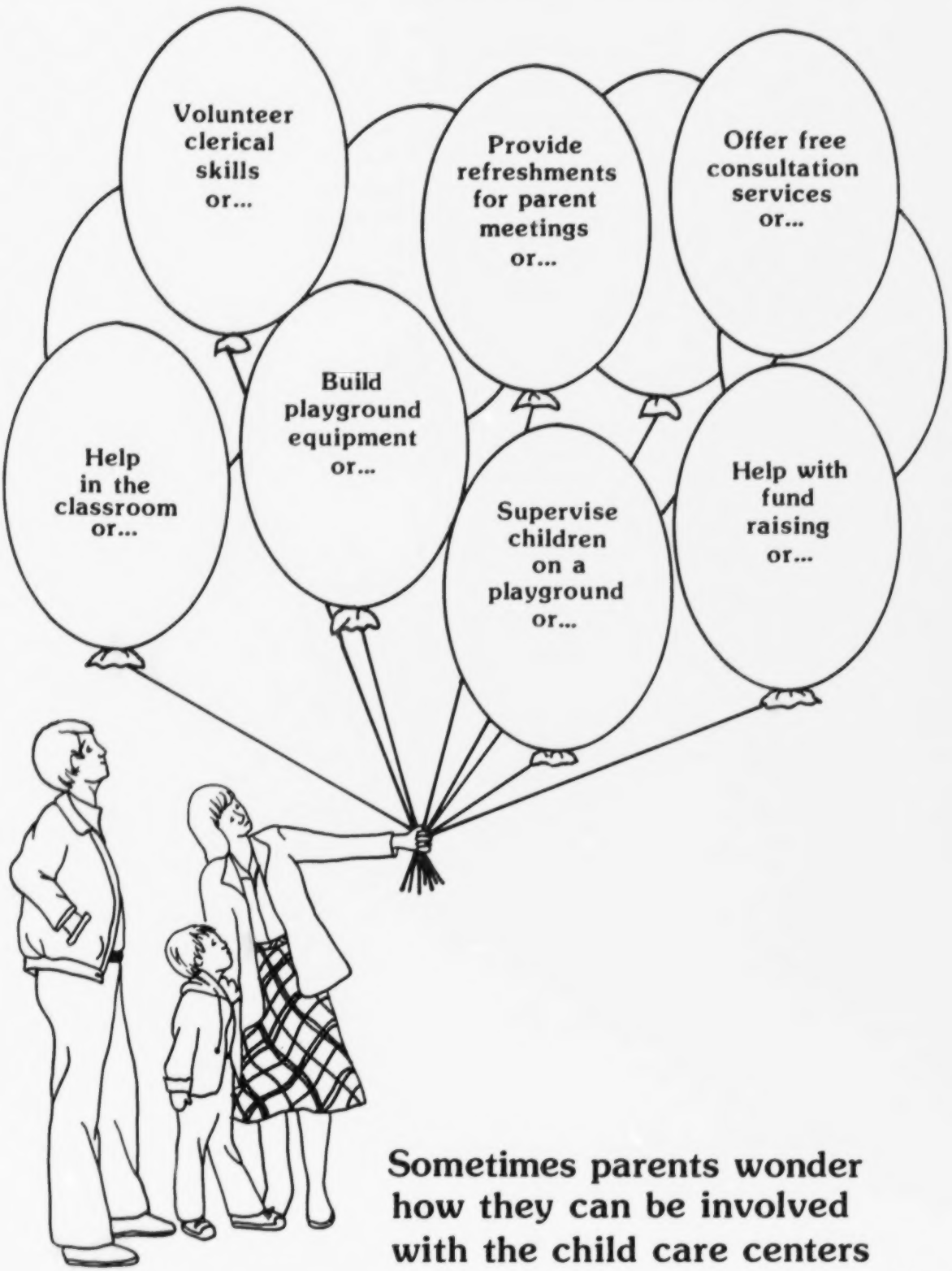
Barrier-free Design for Mainstreaming

T-11

Entrances:	Easy to operate door
	Smooth threshold
Floors:	Ramps for changes in level
	Stair rails
Restrooms:	Wide entrance
	Wall rails
	Accessible toilets and sinks
	Accessible fixtures
Halls, Traffic Paths:	Wide
	Barrier-free
	Large-letter and Braille signs

Involving Parents

T-12


Volunteer clerical skills or...
Provide refreshments for parent meetings or...
Offer free consultation services or...
Help in the classroom or...
Build playground equipment or...
Supervise children on a playground or...
Help with fund raising or...

Sometimes parents wonder how they can be involved with the child care centers

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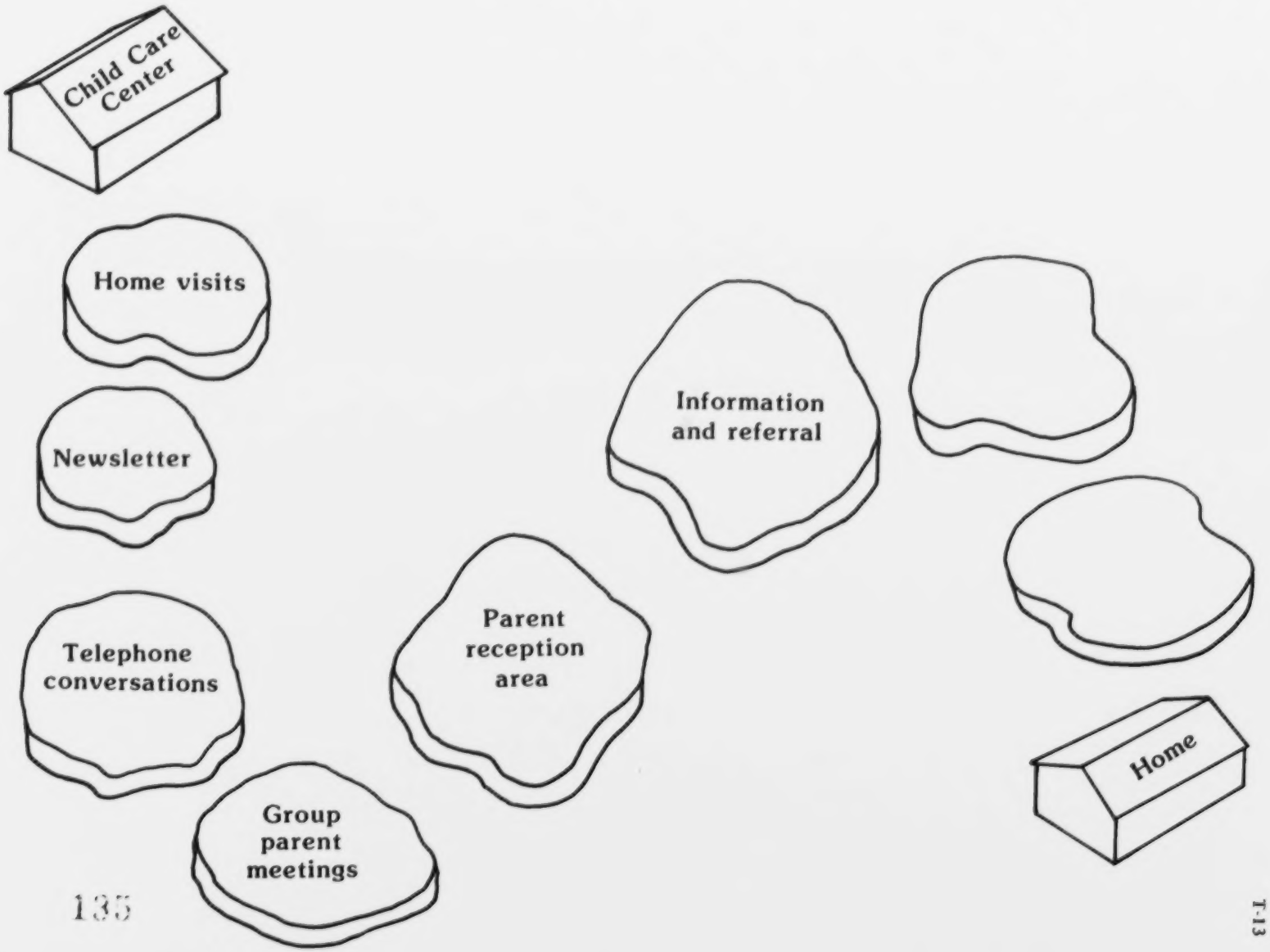
Stepping Stones to Parent-Caregiver Communication



Child Care Center Newsletter

T-14

Child Care

A Newsletter for Child Care Centers

Vol. 2 page 1 . Feb. 3

I. Why Compile a Newsletter?
- A. To provide ideas on child rearing for parents.
- B. To report news on classroom activities and center events.
- C. To keep caregivers informed on what is happening in other classrooms.

II. What Goes Into a Newsletter?
- A. Classroom news
- B. Center recipes
- C. Parenting ideas
- D. Calendar of events
- E. Children's art
- F. Amusing classroom anecdotes
- G. Community events for children
- H. Activities for children
- I. Parent news
- J. Letters to the Director
- K. Want ads
- L. Thank you notes
- M. Parents' opinions
- N. Staff spotlighting
- O. Interviews
- P. Book reviews
- Q. Cartoons

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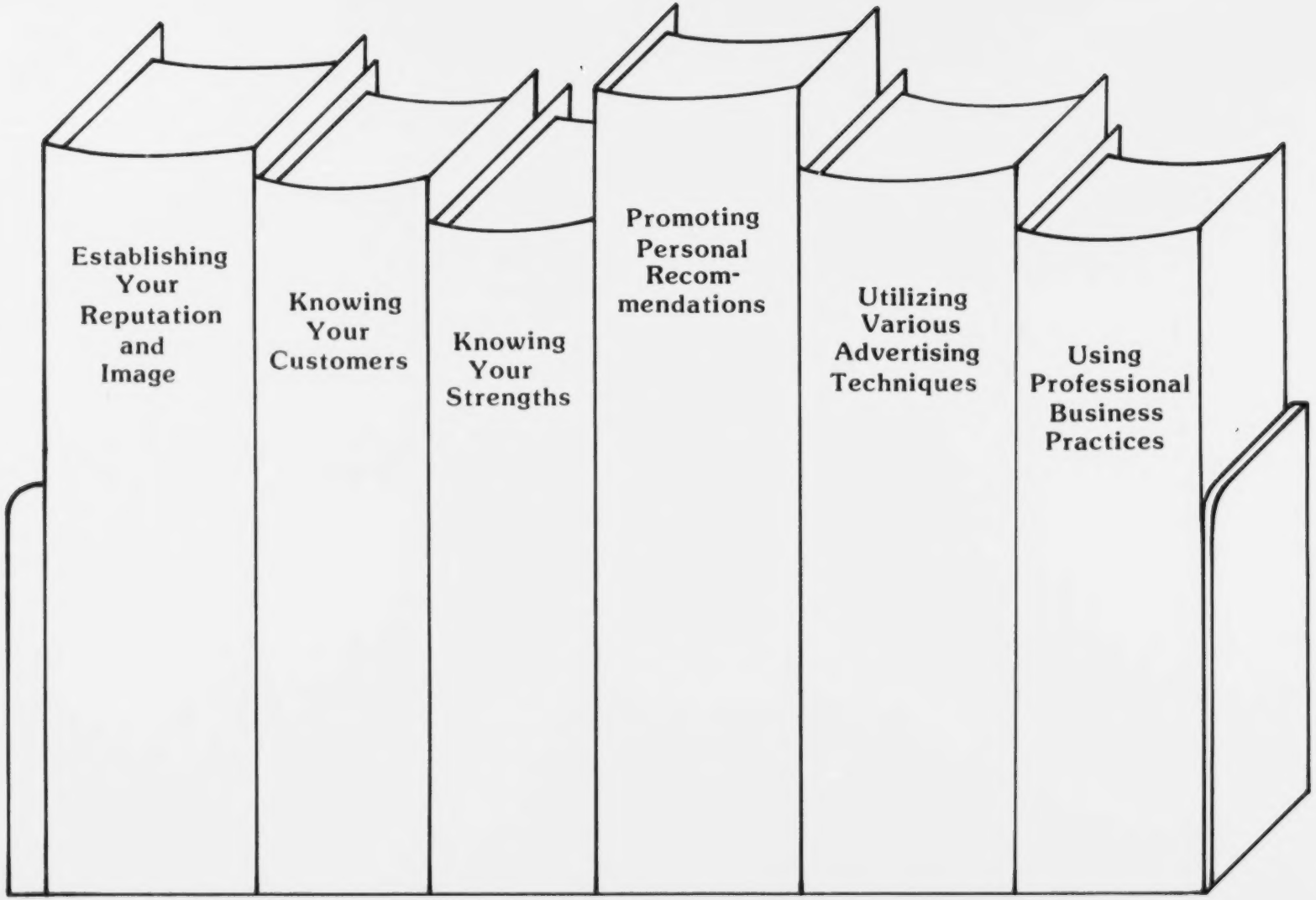
Marketing...

T-15

- Depend on satisfied parents to tell others about us.
- Keep enrollments up.
- Attract funding agencies.
- Advertise to let people know we're here.
- Promote positive opinions about our program.

....Can Help You Meet Your Goals

Marketing the Child Care Program



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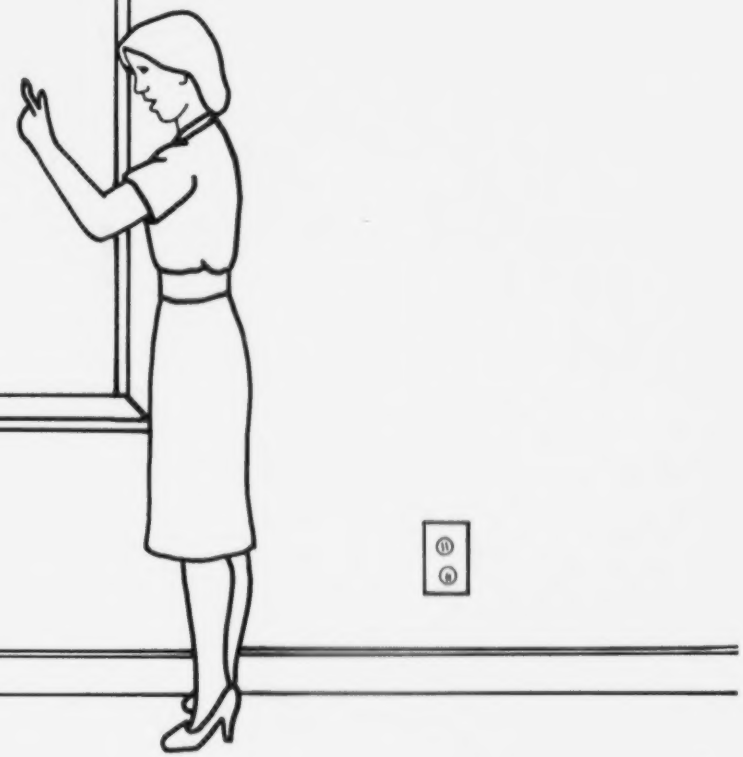
T-16

Considerations for Developing a Brochure

When developing a brochure, consider:

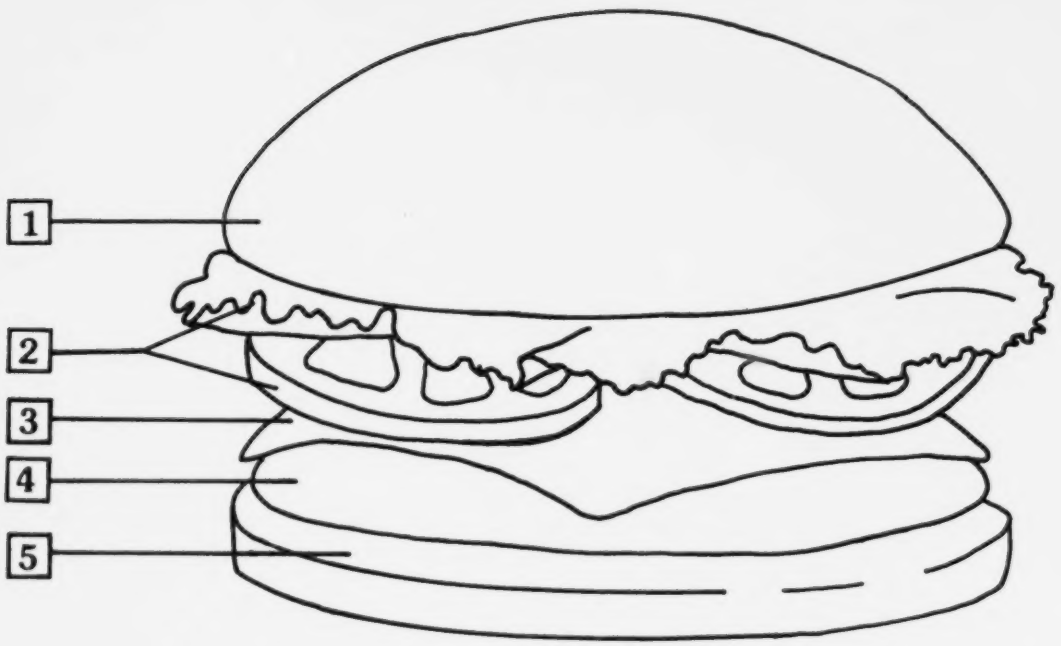
- Content.
- Organization for easy reading.
- A personal approach,using personal pronouns.
- A professional appearance, using good stock and an attractive layout.
- Two-color printing to highlight key points.
- Method of distribution.
- Ease of mailing.



T-17

Basic Food Groups

T-18



FOOD GROUP	FOOD IN A HAMBURGER
1 BREAD/CEREAL	BUN
2 VEGETABLE/FRUIT	LETTUCE & TOMATO
3 MILK/MILK PRODUCTS	CHEESE
4 MEAT/LEGUMES	BEEF PATTY
5 FATS/SWEETS	MAYONNAISE

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Purchase Order

T-19

Date _____ Ship via _____ Terms _____	PURCHASE ORDER Anytown Child Care Center 130 Tenth Street Anytown, Texas 79000	No. _____ The above number must appear on all shipments and invoices.

Supplier _____

Address _____

City and State _____ Zip _____

Delivery Date _____

Please furnish the following:

QUAN-TITY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT

APPROVED _____
Signature

All carriers' charges must be prepaid.
Make all deliveries at rear entrance.

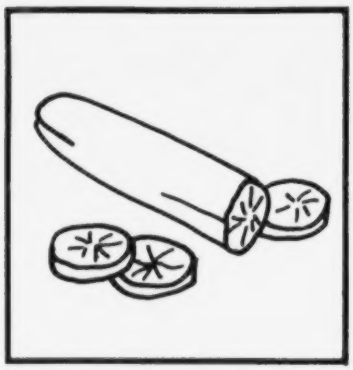
The Growth and Spread of Harmful Microorganisms

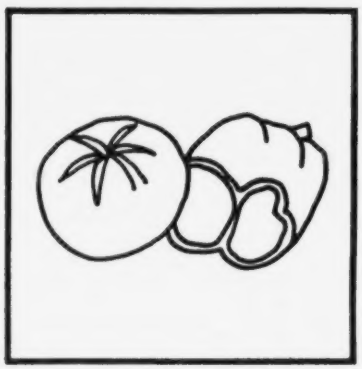
Ways microorganisms grow and spread:

- Warm temperatures
- Workers with cuts or sores on the hands
- Workers with unclean hands
- Workers who are sick while preparing foods
- Utensils and work surfaces not sanitized
- Food improperly stored
- Pests and rodents
- Air (dust particles)
- Water (droplets or standing pools)

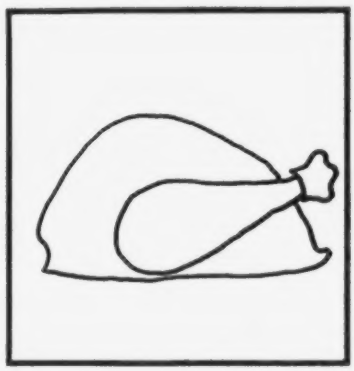
Microorganisms grow well in:

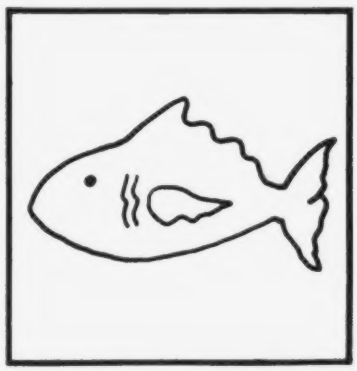
Fresh Fruits and Vegetables





Meats and Fish

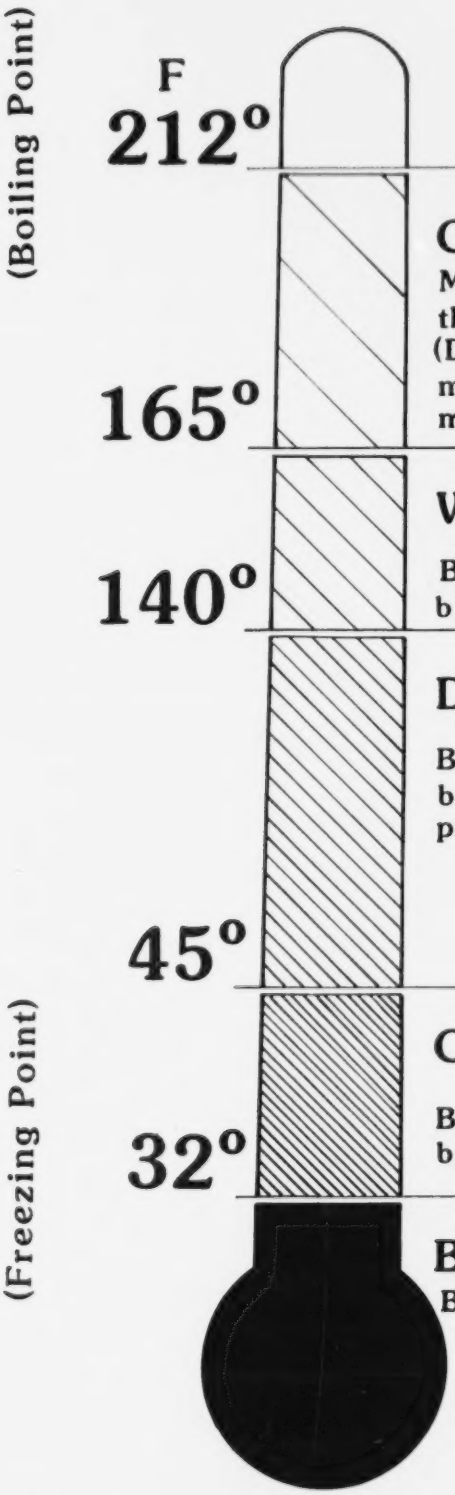




Milk and Egg Products

Food Temperatures

T-21



(Boiling Point)

F
212°

C
100°

Cooking Temperatures

Most bacteria are destroyed if food is cooked at these temperatures for the correct period of time. (Dishwashing rinse temperatures must be at least 170°F to destroy most bacteria.)

165°

73°

Warming Temperatures

Bacteria can survive but may not multiply.

140°

60°

Dangerous Temperatures

Bacteria grows rapidly. Foods should not be kept at these temperatures except for preparation and serving.

45°

7°

Cooling Temperatures

Bacteria survive if present but growth is slowed.

32°

0°

Below Freezing Temperatures

Bacteria can survive but growth is prevented.

(Freezing Point)

Areas for Safety Policies in the Child Care Center

ENVIRONMENT

Space arrangement
Equipment and toys
Supplies
Hazardous materials

INTERACTIONS

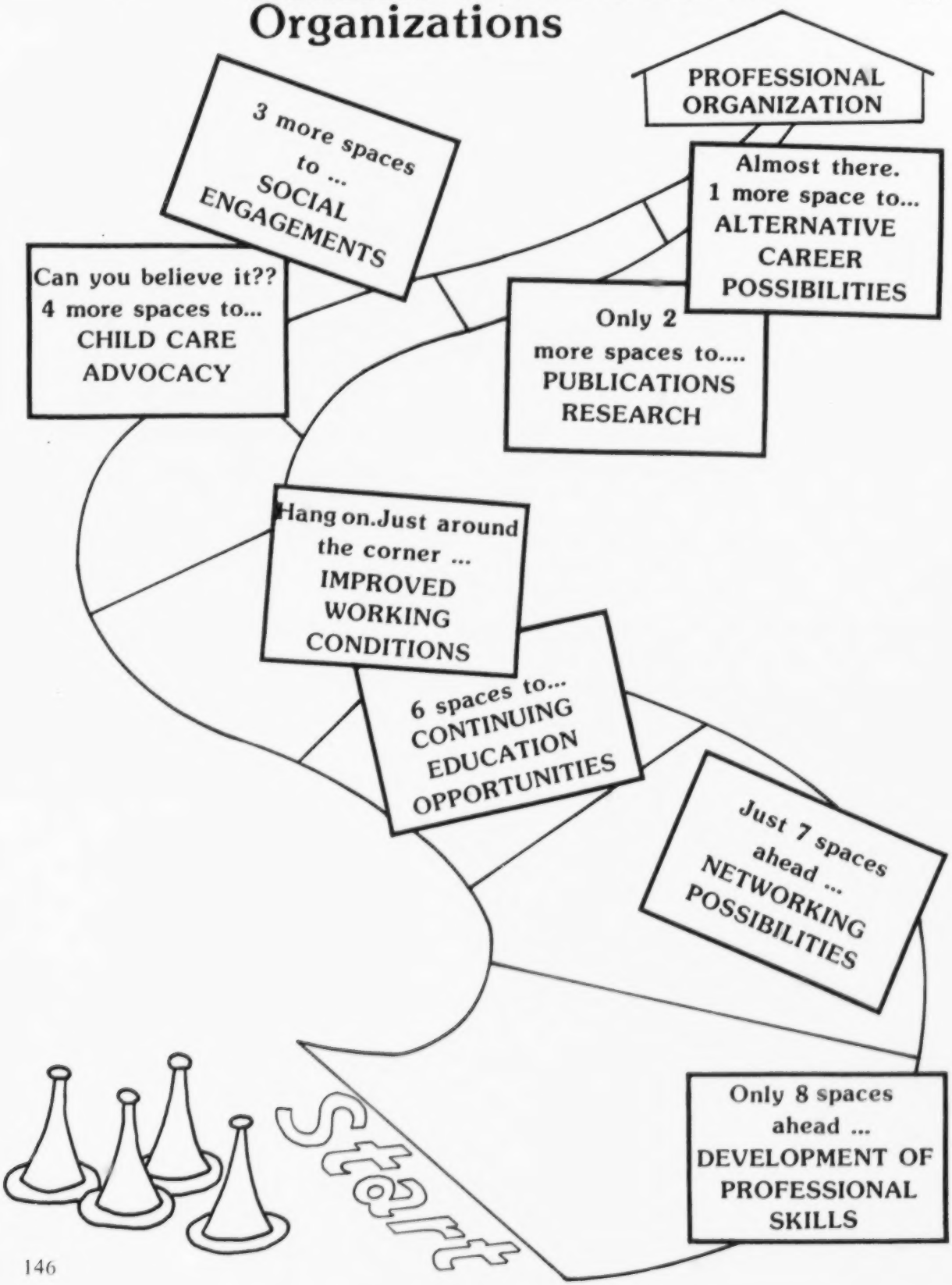
Safety rules
Staff-child ratio
Release form indicating who can pick up a child

EMERGENCY PROCEDURES

Phone numbers
Fire drills
Severe weather drills
First aid
First aid supplies
Records

Benefits of Professional Organizations

T-23


PROFESSIONAL ORGANIZATION
3 more spaces to ... SOCIAL ENGAGEMENTS
Almost there. 1 more space to... ALTERNATIVE CAREER POSSIBILITIES
Can you believe it?? 4 more spaces to... CHILD CARE ADVOCACY
Only 2 more spaces to.... PUBLICATIONS RESEARCH
Hang on. Just around the corner ... IMPROVED WORKING CONDITIONS
6 spaces to... CONTINUING EDUCATION OPPORTUNITIES
Just 7 spaces ahead ... NETWORKING POSSIBILITIES
Only 8 spaces ahead ... DEVELOPMENT OF PROFESSIONAL SKILLS
Start

146

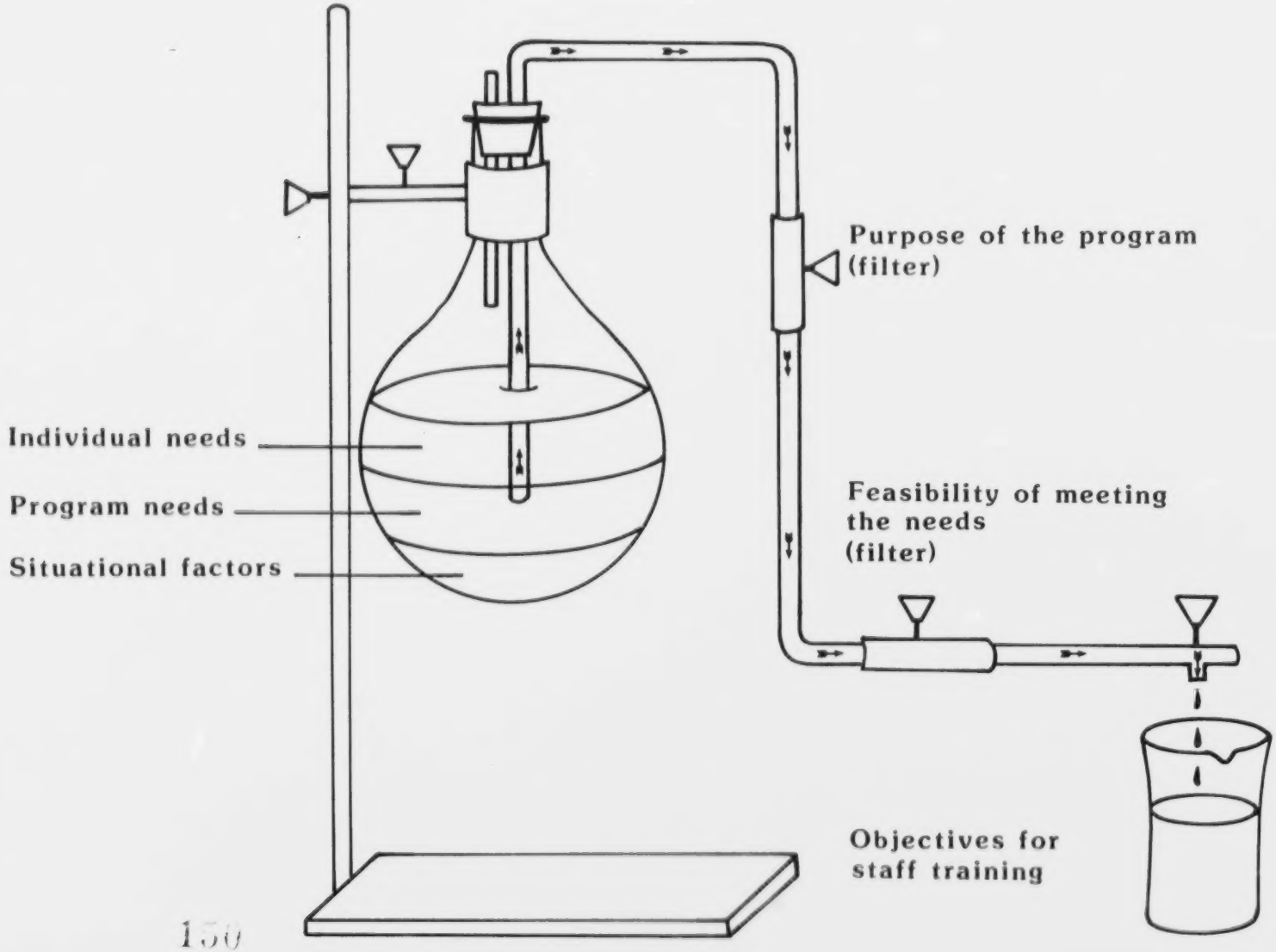
Methods of Identifying Staff Training Needs

T-24

Interviews and discussions	Job analysis and performance
Questionnaires	Staff records
Diagnostic tests	Group problem analysis

Staff Training Chemistry

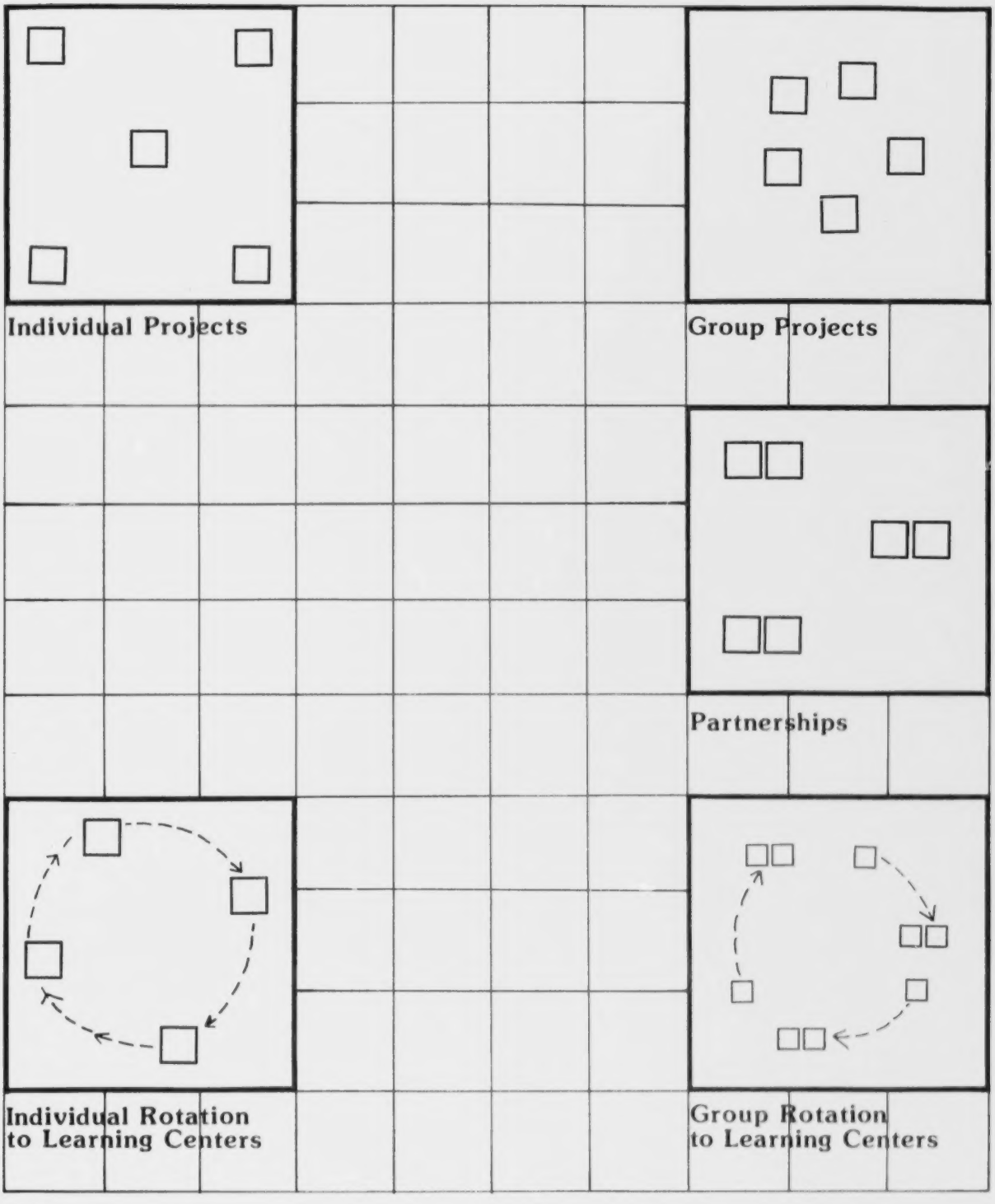
148



T-25

Grouping Patterns for Workshops

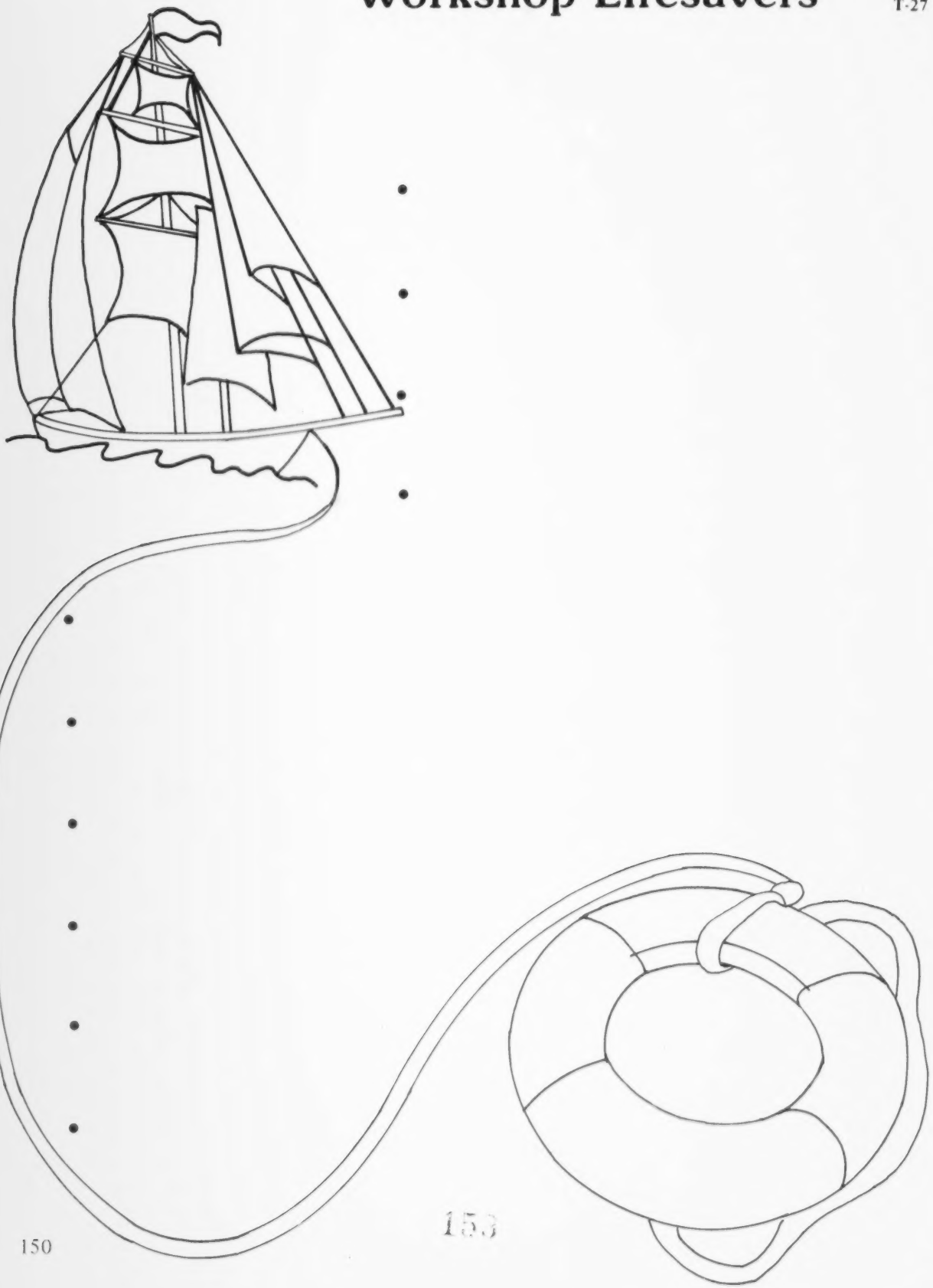
T-26



□ = 1 Person

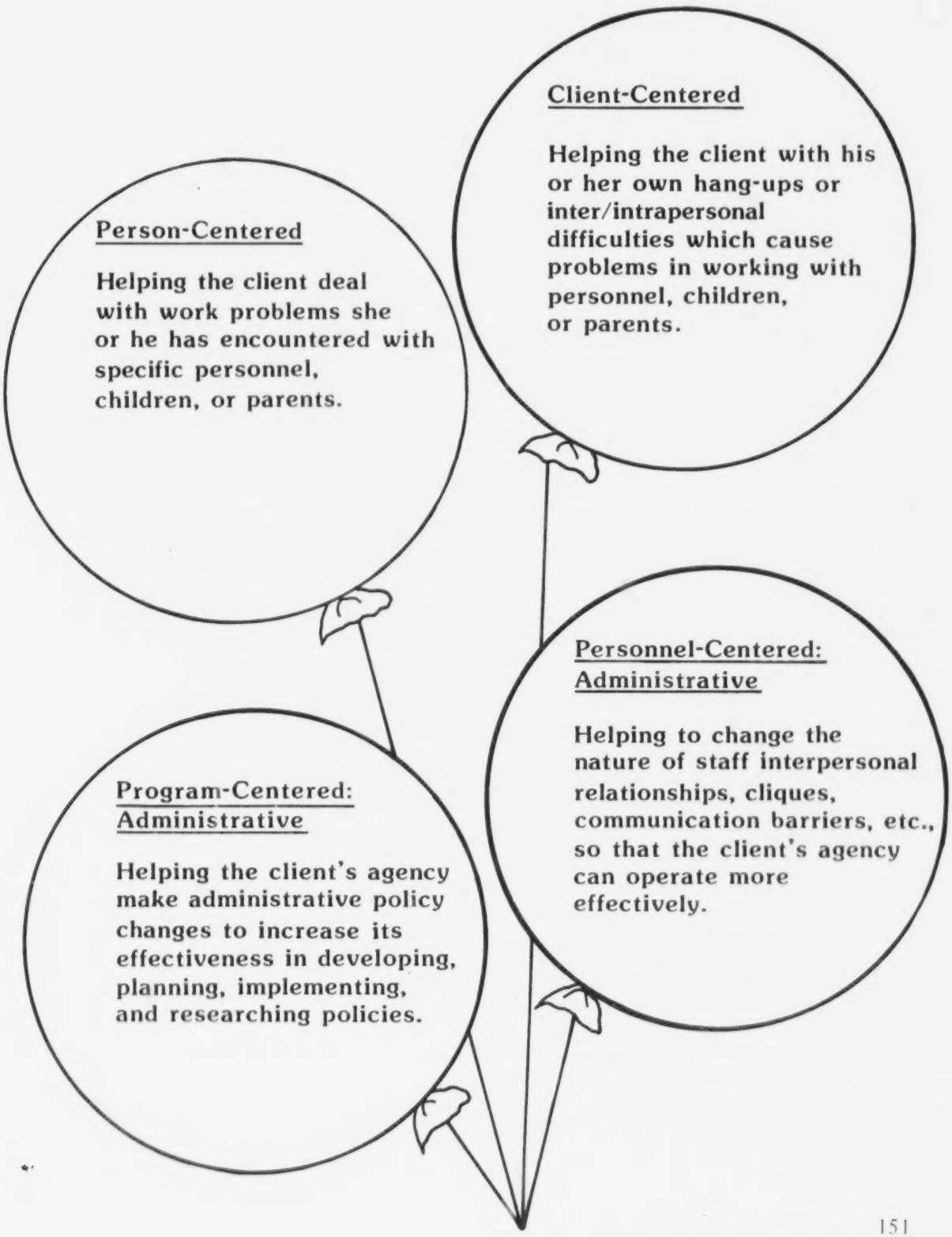
Workshop Lifesavers

T-27



Types of Consultation

T-28


Client-Centered
Helping the client with his or her own hang-ups or inter/intrapersonal difficulties which cause problems in working with personnel, children, or parents.
Person-Centered
Helping the client deal with work problems she or he has encountered with specific personnel, children, or parents.
Personnel-Centered: Administrative
Helping to change the nature of staff interpersonal relationships, cliques, communication barriers, etc., so that the client's agency can operate more effectively.
Program-Centered: Administrative
Helping the client's agency make administrative policy changes to increase its effectiveness in developing, planning, implementing, and researching policies.

Handout Masters

Child Care Program Characteristics

H-1

Type of Program:
Program Goals:
Major Program Features:
Source of Funding:
Curriculum Description:
Caregiver Qualifications:
Parent Involvement:
Sources of Information:

Guidelines for Developing a Survey Instrument

1. Determine the purpose of the survey. Keep this purpose in mind when developing the survey questions.

2. Think about what you want to find out from the respondents. On note cards write down all the questions you can think of which relate to your purpose. Examine the note cards and organize the questions into logical groups. These groups will become sections of the survey. Identify and label the sections. Within each section, arrange the questions in a logical order.

3. Decide the format of the questions. Questions might call for an agree/disagree response. Respondents might be asked to circle the letter of the phrase which best completes the stem of each question. Or, respondents could write in a short answer. Whichever format is chosen, use it consistently within each section of the survey.

4. Polish the wording of the questions. Keep the language clear and simple. Check grammar, spelling, and word meanings. Be sure the questions elicit the information needed.

5. Prepare directions. At the beginning of the survey provide directions on how to return the completed survey. Give clear directions on how respondents are to answer the questions. Write a new set of directions each time the question format changes.

6. Lay out the survey instrument. Directions should be easy to spot. Arrange questions for ease in responding. Avoid crowding. Strive for a neat and attractive appearance.

7. Proofread.

8. Try out the survey on a few people. Ask them for feedback about the survey.

9. Revise the survey.

10. Print the survey.

Milestone Chart: A Planning Tool

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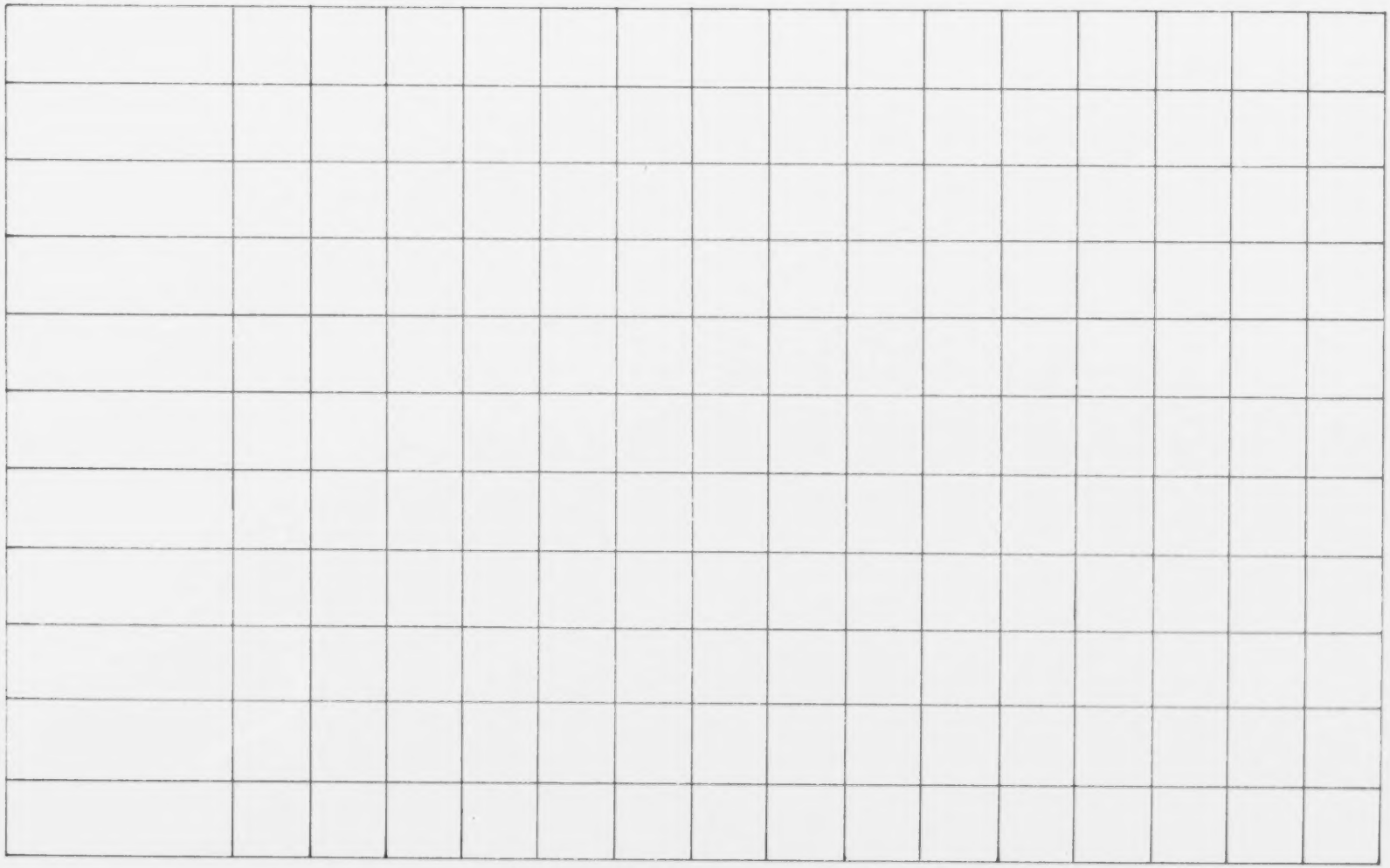
Activities Dates



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H-3

Project Title: Community Needs Assessment Survey for Child Care Services

Worksheet: Philosophy of Child Caregiving

H-4

DIRECTIONS

For each item listed below, complete the sentence so that it best describes how you feel.

1. The most important thing children can gain from their child care experience is _____

_____

_____.

2. To ensure a successful child care experience, children should have _____

_____.

3. Children learn best by _____

_____.

4. The most important quality that a caregiver can have is _____

_____

_____.

5. The physical environment of the child care center should _____

_____

_____.

6. The most important thing caregivers need to know about children is _____

_____.

7. Parents are important because _____

_____

_____.

8. Quality child care means _____

_____

_____.

9. The child care profession is important because _____

_____

_____.

The Art of Group Consultation

- All group members are equally important.
- The chairperson, elected or appointed, helps the group stay on task. The chairperson also ensures that each member has the opportunity to speak.
- The secretary, elected or appointed, writes down the group's decisions.
- The problem, task, or topic to be discussed is clearly set forth.
- Everyone contributes ideas or thoughts.
- Ideas belong to the group. Ideas are the focus, not personalities. Conflict among individuals is minimized.
- Ideas are critically examined. Ideas that differ help the group find the best ideas.
- Decisions are made by group consensus after all ideas are examined. When consensus is not possible, a vote is taken. The decision is then that of the majority.

Curriculum Analysis Report

DIRECTIONS

Analyze the components of a specific curriculum model designed for young children. Review books, journal articles, or other reports. Your instructor may give you suggestions. Prepare a written report using the outline below as a guide. Be prepared to report your findings in class.

I. Program's Philosophy

II. Curriculum Goals and Objectives

- A. Basic goals
- B. How goals are organized
- C. How objectives are written
- D. How goals and objectives reflect philosophy

III. Methods

- A. Type of environment needed
- B. Style of caregiver-child interactions
- C. Degree of structure and choice
- D. Sample activities and learning experiences

IV. Presence of Cornerstone Concepts

- A. Individualized learning
- B. Multicultural focus
- C. Sex equity
- D. Developmental needs of children

V. Evaluation Plan

VI. Your Evaluation of the Curriculum

- A. Strengths
- B. Weaknesses
- C. Curriculum components you would use

Supplies and Equipment List

Children who will use: _____

Item	Rationale	Cost
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		

Summative Evaluation for Child Care Programs

STEP 1: Identify the area of the program to be evaluated.

STEP 2: Review the goals and objectives related to that area.

STEP 3: Decide what evaluation tools or techniques will be used.

STEP 4: Develop or obtain needed evaluation tools. Be sure they measure the goals and objectives being evaluated.

STEP 5: Decide who will do the evaluating.

STEP 6: Establish a timetable for conducting the evaluation.

STEP 7: Conduct the evaluation as planned.

STEP 8: Compile the results.

STEP 9: Interpret the results.

STEP 10: Make recommendations.

Analysis of Evaluation Techniques

Technique	Applications	Advantages	Disadvantages
Observation: Specimen Description			
Observation: Time Sample			
Observation: Events Sampling			
Norm-referenced Test			
Criterion-referenced Test			
Questionnaire			
Critical Incident			
Interview			
Rating Scale			

Calculating Space Requirements

DIRECTIONS

Calculate space required for each of the following areas according to the specifications given.

INDOOR LEARNING AREA*	NUMBER OF CHILDREN	SPACE REQUIRED
At 35 square feet per child, minimum	40	_____
	75	_____
At 50 square feet per child, desirable	40	_____
	75	_____
OUTDOOR LEARNING AREA		
At 75 square feet per child, minimum	40	_____
	75	_____
At 125 square feet per child, desirable	40	_____
	75	_____
TOTAL BUILDING SIZE		
At 72 square feet per child, minimum	40	_____
	75	_____
At 100 square feet per child, desirable	40	_____
	75	_____
SITE (LOT) SIZE		
At 200 square feet per child, minimum	40	_____
	75	_____
At 350 square feet per child, desirable	40	_____
	75	_____

DIRECTIONS

Complete each of the following problems.

1. If a lot for a child care facility were 150 x 120 feet, at the minimum rate _____ children could be accommodated in the child care program.

2. If a child care program were located in an existing building, how many children could be grouped in the following rooms for preschoolers given a 35 square feet per child minimum.

   Room #1 with dimensions of 32 x 28 feet can contain a group of _____ children.

   Room #2 with dimensions of 24 x 26 feet can contain a group of _____ children.

Design Guidelines for Child Care Facilities

H-11

AREA:

RECOMMENDED MEASUREMENTS:

DESIGN GUIDELINES:

THINGS TO AVOID:

SKETCH OF AN APPROPRIATELY DESIGNED AREA:

Design Guidelines for Child Care Facilities

H-12

AREA:
Restroom for Preschool Children

RECOMMENDED MEASUREMENTS:
Figure about five square feet per child for the number of children to be using the restroom.

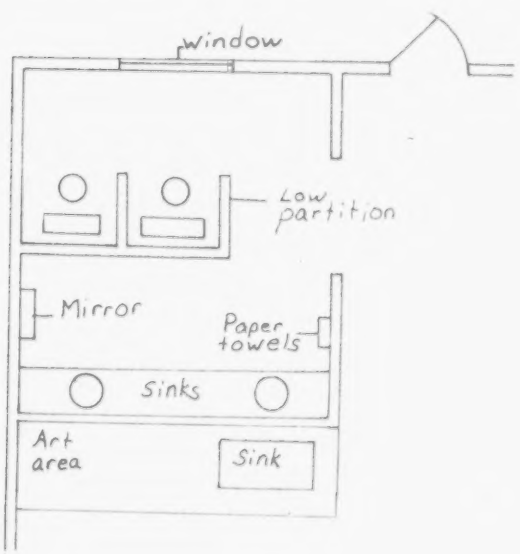
DESIGN GUIDELINES:

- Use child-sized fixtures to encourage independent use (toilets: 10-13"; sinks: 1½-2').
- Make easily accessible to play areas both indoors and outdoors.
- Design for use by both boys and girls in preschool years.
- Include a urinal for boys to keep facilities more sanitary.
- Check licensing standards for ratio of toilets and sinks to children. (Most licensing standards recommend that one sink and toilet be provided for every 10 children.)
- Keep partitions, if used, low to give some privacy yet prevent isolation.
- Separate sink area from toilet area within restroom.
- Provide natural light or other features to produce a pleasant environment.
- Ventilate well; check local sanitation codes.
- Use non-slip, non-absorbing floor materials with a floor drain.
- Include a bathtub in one of the center's restrooms, if possible.

THINGS TO AVOID:

- Avoid porous floors, such as concrete, which hold moisture and odors.
- Avoid placing restroom near quiet activity areas. Traffic to and from restroom may be distracting.

SKETCH OF AN APPROPRIATELY DESIGNED AREA:



Maintenance Calendar for Child Care Facilities

H-13

	Inspect/ Service	✓	Repair Record	✓
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				

	Inspect / Service	✓	Repair Record	✓
JANUARY				
FEBRUARY				
MARCH				
APRIL				

	Inspect/ Service	✓	Repair Record	✓
MAY				
JUNE				
JULY				
AUGUST				

Guidelines for Smooth Parent-Center Relations

H-14

- Make sure parents and children are greeted upon arrival.
- Arrange a place for parents to have coffee and visit when they have time.
- Always have the caregivers share information about the child during brief informal contacts when parents arrive at the center to pick up their children.
- Develop an attitude among caregivers at the center that the parents are considered the primary teachers of the child.
- Help busy parents stay informed through newsletters and parent bulletin boards.
- Make certain directors are available to talk with parents.
- Conduct regularly scheduled parent meetings.
- Schedule regular caregiver-parent conferences.
- Frequently remind parents that they are welcome to visit the center at any time without making an appointment.
- Encourage parents to have input into center policies and curriculum.
- Place suggestion boxes in the classrooms so that parents and staff may make comments about the program.
- Place note pads in classrooms so that parents can write special messages for the caregiver. For example, "Please remember to put Rebecca's hat on before she goes outside."
- Encourage parents to telephone the center at any time to offer information, express concern, or to check on their child.
- Try to offer positive comments each day to the parents.
- Always respond to parents' suggestions or criticisms. If you are upset, wait a day before responding, but take the time to think about the suggestion and respond to the parents.

Effective Parent Conferences

H-15

Preparation for the Conference

1. Do I have any written observations about the child to share with the parent?
2. Have I analyzed patterns in the child's behavior?
3. Have I identified outstanding behaviors in the child?
4. Is the setting for the conference relaxed, informal, and comfortable?
5. Are the time and place of the conference convenient for the parents?
6. Are coffee and/or refreshments available for the parents?

Directing the Conference

1. Am I fostering a two-way conversation about the child?
2. Have I mentioned some aspect of social, emotional, intellectual, and physical development of the child?
3. Do I back up general statements about the child with specific examples?
4. Do I relate any amusing anecdotes or special incidents involving the child?
5. Is the parent conference an extension of the ongoing process of communication with parents?
6. Do I open and close the conference on a positive note?
7. Do I stick to the subject of the conference and utilize the time efficiently?
8. Do I end the conference with a summary statement emphasizing the suggestions that were made for the caregiver and parents?

Communication Know-How

	Yes	Sometimes	No
I recognize that what I see is an incomplete picture of what might be observed.			
I realize that the information I receive from another person about a situation or a person is a condensed version.			
I realize that my interests and feelings may affect what I see, hear, or say.			
I realize that some of my words may be misinterpreted.			
I am alert to nonverbal signals of misunderstanding.			
I demonstrate that I am glad to have listeners ask questions or restate my message.			
I am aware of whether I am stating facts, interpreting inferences, or making value judgments.			
I avoid using words and gestures which threaten the self-respect of the listener.			
I avoid "allness" or "absolutes" by quantifying and qualifying my statements whenever possible.			

Cultural Differences: How Do I Feel?

H-17

DIRECTIONS

Read and answer each of the questions below as honestly as you can. Discuss your answers with a friend, if you feel comfortable in doing so. Would you like to change some of the ways that you feel? How might you do this?

1. Do I feel that people in my community should share some common values? If not, why? If so, what values should be shared?

2. What values do I have which might be different from the values of a person of another cultural group? How do I feel about this?

3. Do I have close friends from other cultural groups? If not, why? If so, who are these friends and what groups do they represent?

4. How do I feel about working with children or parents whose language is unknown to me?

5. How do I feel visiting the home of someone whose culture is unfamiliar to me?

6. What fears or anxieties do I have about other cultural groups? Why?

Marketing By Phone

I wonder, on that last phone call . . . .

1. Did I identify myself and the center?
2. Did I identify the age of the inquirer's child?
3. Did I identify the hours and the days of child care needed?
4. Did I explain the benefits of the center?
5. Was I direct and clear about fees associated with child care?
6. Did I suggest setting up an appointment for a visit?
7. Did I give the caller my complete attention?
8. Did I use the caller's name during the phone conversation?
9. Did I communicate enthusiasm about the center?
10. Did my voice communicate an interest in the caller?

Does Your Ad Equal Success?

	Yes	No
Does the ad communicate? Does it say what you want it to say?	____	____
Does the ad distinguish the program from other similar programs with the use of a logo or some other unique feature?	____	____
Is the layout of the ad attractive and professional looking?	____	____
Is the ad easy to read?	____	____
Is the language clear and to the point?	____	____
Are the business name, address, and phone number easy to spot?	____	____

Ways to Use Volunteers in a Child Care Program

H-20

Volunteers may . . .

1. Form a committee to plan special activities for the children.
2. Cook for special occasions.
3. Help in the maintenance of the facility (painting, cleaning, repairing equipment, landscaping, etc.)
4. Participate in classroom activities by reading stories; playing a musical instrument; discussing special interests; or doing science, art, cooking, or any other activities of interest to the children.
5. Make, mend, or launder doll clothes, dramatic play props, pillows, mats, cot covers, etc.
6. Build equipment for the playground.
7. Make toys for the classroom.
8. Share a pet or animal with the children.
9. Develop creative and meaningful bulletin boards.
10. Serve on a telephoning committee to remind parents of parent meetings or other special center activities.
11. Serve as scroungers. This would include collecting ice cream cartons, popsickle sticks, newsprint paper rolls, scrap lumber, etc.

Evaluation of Volunteer Performance H-21

	NEVER	RARELY	USUALLY	ALWAYS
Calls ahead if going to be late.				
Can be depended on to complete tasks.				
Accepts assignments cheerfully.				
Is motivated.				
Takes initative to try new things.				
Responds flexibly to the unexpected.				
Displays a sense of humor.				
Seeks information upon which to base judgments.				
Accepts others as they are.				
Exhibits understanding of the volunteer's role.				
Evidences knowledge of the organization's purpose and philosophy.				
Actively interprets work of the organization.				

Recommended Menu Pattern for Child Care Programs*

H-22

BREAKFAST	Children 1 up to 3 years	Children 3 up to 6 years	Children 6 up to 12 years
Milk, fluid	1/2 cup	3/4 cup	1 cup
Juice or fruit or vegetable	1/4 cup	1/2 cup	1/2 cup
Bread and/or cereal, enriched or whole grain			
Bread or	1/2 slice	1/2 slice	1 slice
Cereal: Cold dry or	1/4 cup[1]	1/3 cup[2]	3/4 cup[3]
Hot cooked	1/4 cup	1/4 cup	1/2 cup
MIDMORNING OR MIDAFTERNOON SNACK (SUPPLEMENT)			
(Select 2 of these 4 components)			
Milk, fluid	1/2 cup	1/2 cup	1 cup
Meat or meat alternate	1/2 ounce	1/2 ounce	1 ounce
Juice or fruit or vegetable	1/2 cup	1/2 cup	3/4 cup
Bread and/or cereal, enriched or whole grain			
Bread or	1/2 slice	1/2 slice	1 slice
Cereal: Cold dry or	1/4 cup[1]	1/3 cup[2]	3/4 cup[3]
Hot cooked	1/4 cup	1/4 cup	1/2 cup
LUNCH OR SUPPER			
Milk, fluid	1/2 cup	3/4 cup	1 cup
Meat or meat alternate			
Meat, poultry, or fish, cooked (lean meat without bone)	1 ounce	1 1/2 ounces	2 ounces
Cheese	1 ounce	1 1/2 ounces	2 ounces
Egg	1	1	1
Cooked dry beans and peas	1/4 cup	3/8 cup	1/2 cup
Peanut butter	2 tablespoons	3 tablespoons	4 tablespoons
Vegetable and/or fruit (two or more)	1/4 cup	1/2 cup	3/4 cup
Bread or bread alternate, enriched or whole grain	1/2 slice	1/2 slice	1 slice

1 1/4 cup (volume) or 1/3 ounce (weight), whichever is less.
2 1/3 cup (volume) or 1/2 ounce (weight), whichever is less.
3 3/4 cup (volume) or 1 ounce (weight), whichever is less.

*Source: USDA publication, *A Planning Guide for Food Service in Child Care Centers*, 1981.

Guidelines for Planning Menus in a Child Care Center

H-23

When planning menus for the child care center, be sure to consider:

1. The Nutritional Needs of Children

   - One meal plus two snacks should equal 50 percent of the RDA.
   - Select a wide variety of foods from the first four food groups.
   - Serve no more than two sources of high protein foods each day.
   - Provide a source of vitamin C each day.
   - Provide a source of vitamin A every other day.
   - Provide foods with iron.
   - Provide foods with fiber.
   - Serve whole grain foods.
   - Include at least two cups of milk each day.

2. Involving Parents, Caregivers, the Director, and a Dietitian

   - Work together in planning sessions.
   - Meet at least four times a year to plan cycle menus.

3. Local Dietary Customs

   - Feature foods familiar to the children.
   - Serve foods representative of local cultures.

4. New Foods

   - Plan for a new food in each cycle.
   - Introduce the new food in small portions along with a favorite food.

5. Ways to Involve the Children

   - Shopping
   - Preparation
   - Serving
   - Cleanup

6. Available Resources

- Preparation time
- Oven space
- Refrigerator space
- Number of food service personnel

7. Food Combinations

- Serve foods having a variety of temperatures.
- Serve foods having a variety of textures.
- Serve foods having a variety of colors.
- Serve moist foods with dry foods.
- Serve mildly flavored foods, using spices sparingly, with little salt.

8. Foods That Can Be Prepared from Scratch

- Avoid convenience foods.
- Use fresh foods whenever possible.
- Make basic mixes ahead.

9. Special Requirements of the Funding Agency

Seasons for Fruits

Variety	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Apples	X	X	X	X	/	/	/	/	X	X	X	X
Apricots						/	X	/				
Avocados	/	X	X	X	/	/	X	X	X	/	/	/
Blackberries						/	X	/				
Blueberries					/	/	X	/				
Cantaloupes					/	/	X	X	X	/	/	
Cherries					/	/	X	X	/			
Coconuts	X	/	/	/	/	/				/	/	X
Cranberries	/	/	/	/					/	/	X	X
Grapes	/				/	/	/	X	X	X	X	X
Grapefruit	X	X	X	X	X	/	/	/	/	X	X	X
Honeydew melons	/	/	/	/	/	/	X	/	X	/	/	/
Peaches						/	X	X	X	/		
Pears	/	/	/	/	/	/	/	X	X	X	/	/
Persimmons	/	/								/	X	X
Pineapples	/	/	X	X	X	X	X	/	/	/	/	/
Plums						/	X	X	X	/		
Pomegranates									/	X	X	/
Rhubarb			/	/	X	X	X	/				
Strawberries	/	/	/	/	X	X	/					
Tangerines	X	/	/	/						/	X	X
Watermelons				/	/	/	X	X	/			

Bananas, lemons, and oranges are available all months of the year.

X=peak season
/=available

Seasons for Vegetables

H-25

Variety	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Artichokes	/	/	/	/	/						/	/
Asparagus		/	/	X	X	X						
Beets	/	/	X	/	X	X	X	X	X	X	X	X
Broccoli	X	X	X	X	/	/					/	X
Brussels sprouts	X	/	/							/	X	X
Cauliflower	X	X	X	X	X	X	/	/	X	X	X	X
Celery	X	X	X	X	/	/	/	/	/	X	X	X
Corn					/	/	X	X	X	/		
Cucumbers	/	/	/	X	X	X	X	X	X	/	/	/
Eggplant	/	/	X	X	X	/	/	X	X	X	/	/
Mushrooms	X	/	/	/	/	/	/	/	/	X	X	X
Okra			/	/	/	/	X	X	X	X	/	/
Onions (green)					/	X	X	X	X			
Peppers	/	/	/	/	/	/	X	X	X	X	/	/
Potatoes (sweet)	X	X	X	/	/	/	/	/	X	X	X	X
Radishes	/	/	/	X	X	X	X	X	/	/	/	/
Rutabagas	/	/	/	/			/	/	/	/	/	/
Spinach	X	X	X	X	X	X	/	/	/	X	X	X
Squash	/	/	/	/	X	X	X	X	X	X	X	/
Tomatoes	/	/	/	X	X	X	X	X	X	X	X	X
Turnips	X	X	X	/	/	/	/	/	X	X	X	X

Beans (green), cabbage, carrots, lettuce, onions (dry), peas, and potatoes (white) are available all months of the year.

X=peak season
/=available

Menu Planning Guide for Child Care Centers

Menu Cycle Number: _____

Week of: _____

		Meat and Legumes	Bread and Cereal (include whole-grains)	Vegetable and Fruit (include vitamin A & C)	Milk and Milk Products	Fats and Sweets
MONDAY	Snack					
	Lunch					
	Snack					
TUESDAY	Snack					
	Lunch					
	Snack					
WEDNESDAY	Snack					
	Lunch					
	Snack					
THURSDAY	Snack					
	Lunch					
	Snack					
FRIDAY	Snack					
	Lunch					
	Snack					

H-26

Small Food Service Equipment

H-27

DIRECTIONS

For each item listed below, write in an approximate price. For some items include the description of the item. For example, there are many kinds and sizes of mixing bowls. In the space provided for bowls, write a description of the items priced.

ITEM	DESCRIPTION	PRICE
Bowls, Mixing		$
Bread Pans	4" X 10" X 4"	
Brush, Pastry	Nylon bristles	
Can Opener	Hand operated, table mounted	
Colander	11 quarts or larger	
Cutter, Biscuit	2" diameter	
Cutting Board	Hard rubber or plastic, at least 15" X 20" X 3/8"	
Double Boiler		
Fork, Cook's	Two-tine, 12" to 13"	
Gloves	Oven mitts, asbestos	
Grater	Hand, heavy duty with fine and coarse	
Hot Food Service Pans	12" X 20" X 2 1/2"	
	12" X 20" X 4"	
	10" X 12" X 4" with cover	
Knives		
Ladles	1 oz.	
	6 oz.	
	12 oz.	
Measures with Pouring Lip	Cup, graduated in 1/4 and 1/2 cups	
	Quart, graduated in cups	
	Measuring set, 1/4, 1/3, 1/2, and 1 cup for dry measure	

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ITEM	DESCRIPTION	PRICE
Muffin Pans	4" X 10" X 4"	
Peeler	Swivel type for fruit and vegetable	
Rolling Pin	Revolving handles, 3" diameter, 15" length	
Sauce Pans	3 1/2 to 4 quart capacity	
	5 1/2 to 6 quart capacity	
	7 quart capacity	
Scale	25- to 30-pound capacity in one ounce graduations	
Scraper	Rubber blade, 4 1/2" X 2 1/2"	
Shakers	Salt and Pepper	
Shears, Kitchen	7" to 8"	
Sheet Pans	18" X 26" X 1"	
	13" X 18" X 1"	
Sieve, Flour	10" to 14" in diameter	
Skimmer	6"	
Spatula	6 1/2" X 1 1/2" for frosting	
Spoons	Measuring set	
	Serving, slotted 12" to 14" long	
Strainer	3 quart capacity with handles, for spaghetti	
Thermometers	Meat, range 130° to 195° in 10° divisions	
	Oven, range 150° to 550° in 25° divisions	
Timer	1 hour in minute graduations with alarm	
Tongs	9" to 11" long, for salad	
Turner	3" X 7" flat area, for hamburgers	
Whip, French	12" to 14" long	
Other		
TOTAL		$

Food Purchasing Principles

H-28

Identify items to be purchased.	Always start with the menu when planning food purchases. Consider how and when the items will be used. Know how much storage space is available.
Use amount on hand as a basis for deciding how much to order.	Inventory records should show how much of each item is on hand. Sometimes the storage area is arranged in such a way that checking inventory is quick. If canned goods are arranged in groups of fives, it is easy to count how many groups of five are on the shelf.
Let past and expected use guide you.	Accurate purchasing records can show how quickly items are used. Make projections based on these records to know how much to order.
Buy for a set period of time.	This helps prevent overbuying or underbuying.
Keep inventory as low as possible.	A large food supply may result in loss of quality, pilferage, waste, excessive labor for handling, errors in inventory and record keeping, and tying up funds needlessly.
Order to specification.	Describe both quantity and quality of items needed.
Buy the quality needed at the lowest cost.	Compare prices from several sources. Compare end cost of items in several forms (raw, semi-prepared, convenience) and grades. Higher purchase costs may actually result in lower end costs for some items.
Beware of bargains.	Consider end cost as well as purchase price when comparing items. Sometimes that "special deal" results in poor quality food items.
Deal with reliable and reputable suppliers or purveyors.	Get to know the suppliers in your area. Develop mutually satisfactory relationships with the suppliers you decide to use. Representatives of the supply companies can often be of help in food purchasing.
Purchase locally from a few suppliers.	Purchasing from local suppliers makes communication easier. It is also easier to obtain food or supplies in case of emergency. Do not try to deal with too many suppliers.

Mealtime Practices in a Child Care Setting

INFANT	TODDLER	PRESCHOOLER
Requires flexible feeding schedule; eats more frequently	Needs scheduled meals and snacks	Needs scheduled meals and snacks
Fed with caregiver's assistance	Enjoys self-feeding with occasional assistance	Enjoys self-feeding
Fed individually	Eats with the group, family style with some dishes	Eats with the group family style
Sits in an infant seat, high chair, or feeding table	Sits at a low table with child-sized chairs	Sits at a low table with child-sized chairs
Drinks liquids from a bottle while held by the caregiver	Starts to use a cup	Uses a cup or glass well
Learns to swallow and chew; strong sucking response	Can chew and swallow; may not chew well	Chews food well
Uses fingers in feeding self	Learning to use a spoon	Uses spoon or fork well
Foods are pureed	Foods are served in small bits	Foods are bite-sized
Eats small portions	Appetite may fluctuate	Appetite may fluctuate; goes on eating sprees
Eats some finger foods	Enjoys finger foods	Enjoys finger foods
New foods introduced one at a time	Eats a variety of foods except foods which can cause choking	Eats a wide variety of foods
Prefers mildly flavored foods; foods are kept separate	Increases preferences for different flavors, enjoys some food combinations	Can eat most foods enjoyed by adults

H-29

Accident Report Form

H-30

Child's Name: _____ Date: _____

Description of accident or injury: _____

_____

_____

_____

Time of the accident: _____

Was anyone else involved: _____ If so, who? _____

Medical attention received, if any: _____

_____

Were the parents notified? _____ Which one? _____ When? _____

Was follow-up medical attention recommended? _____

Was an ambulance called? _____

Was a physician notified? _____ Which one? _____

Additional comments:

_____

Signature of caregiver present

_____

Signature of center director

First Aid Flash Card Illustrations

H-31

DIRECTIONS

To prepare the first aid flash cards, cut out the illustrations on the next few pages and glue to large note cards. On the back of the cards write out the steps for giving first aid. Note any special information.

cut here

Nose Bleed

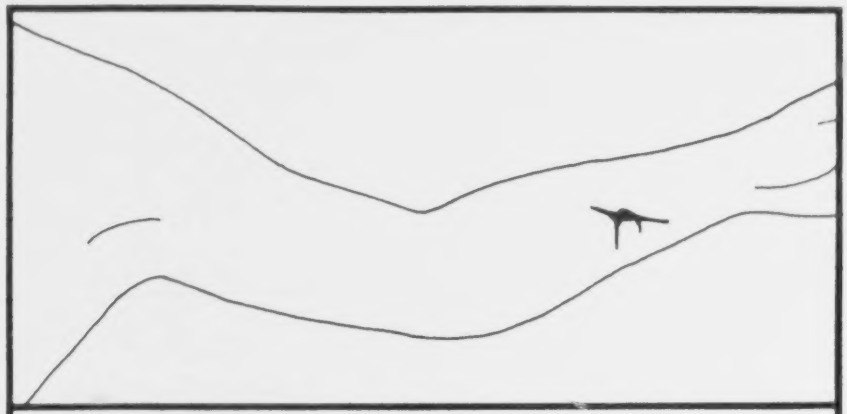
cut here

Choking

cut here

Drowning

cut here



Bleeding

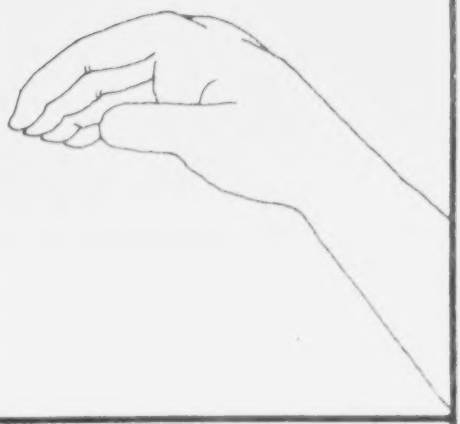
cut here

Object in Eye

cut here

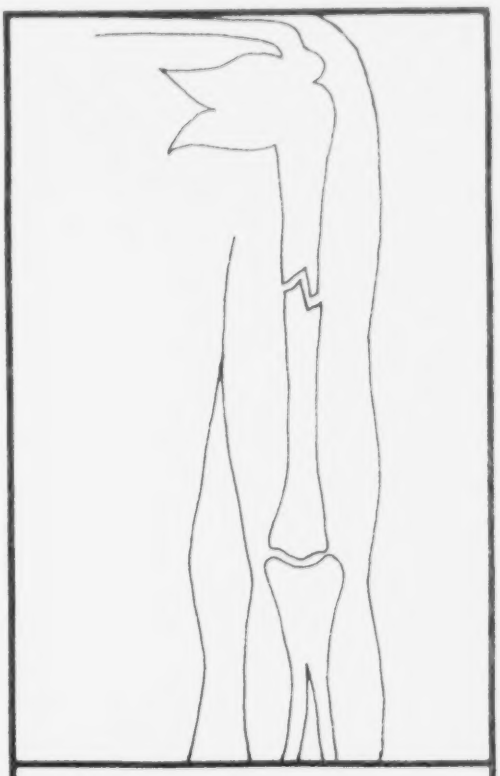
Poisoning

cut here



Insect sting

cut here

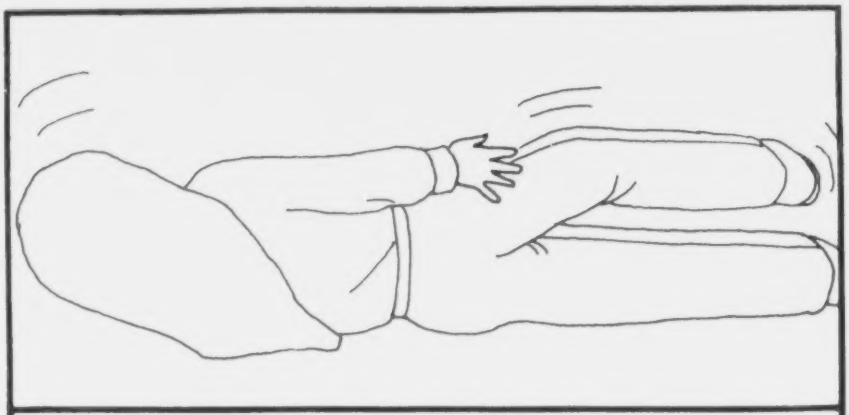


Broken Bone

cut here

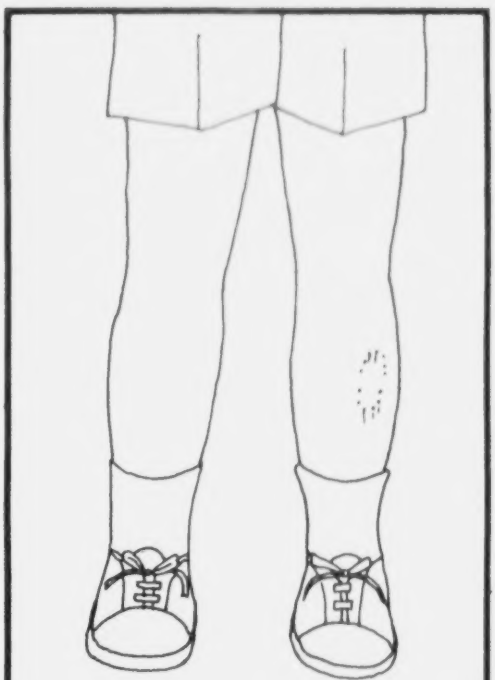
Head Injury

cut here



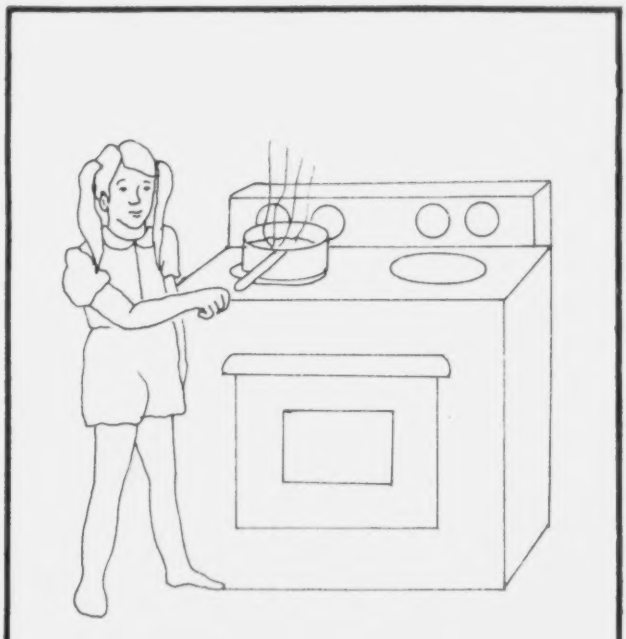
Seizure

cut here



Dog bite

cut here



Burn

Count Down to Burnout

H-32

I don't feel like I am able to use my talents and skills to their fullest.

No one gives me feedback or encouragement about my work; I don't have anyone to talk to.

I can't stop thinking about work, even when I try to go to sleep at night.

I often work more than 40 hours a week, taking work home at night and over the weekend.

It seems like everything is a crisis.

I frequently snap at my staff for no apparent reason.

All I ever talk about is my work.

No matter what I do, things never seem to get better.

I don't have time to exercise, relax, or visit with friends anymore.

I often feel bored at work; nothing seems to be challenging or enjoyable anymore.

Frankly, I don't care anymore!

Considerations in Determining Staff Training Needs

Ask each staff member to complete the questions listed below.

1. Identify the highest level of education attained.
   _____ High school
   _____ Certification program
   _____ Community or junior college
   _____ University or four-year college
   _____ Graduate school

2. Identify courses in Child Development or Early Childhood Education which you have completed.

   _____

   _____

   _____

3. Check the types of child-care work in which you have previously had experience.
   _____ No experience with children
   _____ Assistant teacher in classroom with children
   _____ Co-teacher in classroom with children
   _____ Head teacher in classroom with children
   _____ Supervising teacher for other teachers in the classroom

4. Describe the child care setting in which you have previously worked (e.g. part-day preschool, all-day child care, etc.).

   _____

   _____

   _____

   _____

   _____

5. Check the topics for which you would like to receive more information.

_____ Group problem solving	_____ Cognitive development	_____ Physical development
_____ Group management	_____ Science	_____ Field trip ideas
_____ Creativity	_____ Social-emotional development	_____ Holiday topics
_____ Music		_____ Language

6. List other specific topics for which you would like to receive more information.

_____

_____

_____

_____

_____

7. From your perspective as a staff member, identify your needs as related to the overall program.

_____ Daily routines
_____ Snack time
_____ Outdoor playtime
_____ Expenses-budget
_____ Staffing patterns
_____ Resources

8. Identify and elaborate on other program needs. _____

_____

_____

_____

_____

9. Identify the way(s) in which you feel you absorb information best.

_____ Workshop
_____ Discussion
_____ Role playing
_____ Field trips
_____ Conferences
_____ Case studies
_____ Formal classroom instruction
_____ Consultation
_____ Filmstrips/films

10. Would you be willing to attend workshops and classes on your own time?

_____ yes _____ no

11. Do you have any special talents or skills that you would be willing to share with other staff members? If yes, describe your ability.

_____

_____

_____

_____

_____

Criteria for Selection of a Method or Technique

H-34

Use a variety of techniques. Since individuals learn in different ways, learning needs of an audience can best be covered with a diversity of techniques.

Is this the most effective approach for presentation of given material? Does it provide learning efficiency as well as cost efficiency?

How could this technique be combined with others?

How much control is required for what is being learned?

How much monitoring needs to be done? Does this approach lend itself to evaluation?

Is this the most effective way of teaching the concept or skill you want to teach?

With how large or small a group can you effectively use this method?

In what methods are you most proficient? Is this method one of your strong areas?

Is any type of pilot or practice required before using this method or technique?

How much preparation time is required? How much delivery time is required?

Word Puzzle

H-35

DIRECTIONS

Locate each teaching technique in the puzzle. The techniques may be vertical, horizontal, or diagonal in direction. The words may appear in a left to right or right to left direction. When you find the word, draw a circle around it.

Brainstorming
Cartoons
Case study
Charts
Check lists
Debate
Discussions
Exhibits
Field trips
Films
Flip chart
Forum
Guest speakers
Interview
Inventories
Learning centers
Lectures
Logs
Maps
Models
Observation
Pamphlets
Pictures
Posters
Programmed instruction
Puppets
Puzzle
Questionnaires
Role playing
Samples
Skits
Slides
Symposium
Textbook
Transparency

G	E	I	X	S	N	O	I	S	S	U	C	S	I	D	M	L
N	P	Z	W	K	F	L	I	P	C	H	A	R	T	M	T	Q
I	S	E	L	P	M	A	S	V	R	A	P	W	A	G	B	X
M	P	N	F	E	C	E	L	J	S	E	R	U	T	C	I	P
R	I	O	D	G	K	X	P	U	P	P	E	T	S	Z	R	S
O	Y	I	B	N	J	H	A	S	R	E	T	S	O	P	J	M
T	N	T	W	I	P	I	F	S	K	Q	R	U	V	O	F	A
S	U	C	M	Y	L	B	X	T	R	O	S	M	Q	V	N	T
N	G	U	S	A	C	I	P	R	S	V	L	Q	I	E	S	S
I	M	R	C	L	O	T	P	A	M	P	H	L	E	T	S	X
A	P	T	M	P	K	S	B	H	R	I	E	Q	Y	B	C	P
R	W	S	R	E	T	N	E	C	G	N	I	N	R	A	E	L
B	N	N	K	L	F	A	U	Q	T	V	M	Z	S	K	B	E
I	O	I	H	O	W	E	I	V	R	E	T	N	I	F	J	C
K	I	D	X	R	S	Q	A	R	C	N	X	S	B	F	G	T
K	T	E	Q	D	A	P	F	K	X	T	D	T	M	P	X	U
E	A	M	Y	U	S	C	A	Z	H	O	S	F	B	S	J	R
G	V	M	C	F	E	A	Z	M	U	R	O	F	W	O	L	E
U	R	A	N	C	D	S	G	K	F	I	L	M	S	C	O	S
E	E	R	A	H	I	E	T	M	G	E	S	K	P	W	C	K
S	S	G	R	J	L	S	C	I	W	S	D	K	W	P	S	B
T	B	O	A	C	S	T	M	W	O	W	L	E	C	K	P	F
S	O	R	P	V	N	U	Q	O	P	N	F	G	B	W	I	S
P	T	P	S	C	G	D	W	U	D	X	N	K	J	A	R	J
E	X	Z	N	K	Z	Y	Z	C	E	E	J	A	N	F	T	O
A	D	A	A	V	X	Z	L	I	S	N	L	G	I	P	D	E
K	D	O	R	W	L	F	H	J	G	K	N	S	K	R	L	T
E	C	K	T	E	X	K	G	S	O	Z	I	F	H	R	E	Y
R	G	J	Z	C	H	E	C	K	L	I	S	T	S	G	I	S
S	Y	M	P	O	S	I	U	M	D	J	A	Q	S	K	F	K

Characteristics of Adult Learners and Training Principles

Characteristics of Adult Learners	Training Principles
• Adults are used to being responsible and making their own decisions.	• Involve adults in planning training.
• Adults know what they want and need.	• Assess adults' learning needs. • Make training relevant to the adults' needs.
• Adults have had a variety of experiences and educational opportunities.	• Individualize training or provide several options. • Use a variety of training techniques. • Draw upon adults' knowledge and experience in the training process.
• Adults need to feel comfortable before learning can take place.	• Make the physical setting comfortable for adults. • Create an atmosphere of acceptance.
• Adults can and want to learn, but often have to overcome old ideas and habits.	• Give adults the opportunity to apply or practice what they have learned. • Review learning often.
• Adults need feedback and positive reinforcement.	• Provide feedback about the learning progress. • Base training on specific, measurable goals and objectives. • Give positive reinforcement.

Social Service Resources

Private Organizations

American Academy of Pediatrics
American Diabetes Association
American Lung Association
American Kidney Foundation
American Red Cross
Association of Junior Leagues
Church Women United
Coordinated Child Care Council (4-C's)
Easter Seal Society for Crippled Children and Adults
Family Service Association of America
LaLeche League of Texas
Leukemia Society of America
Muscular Dystrophy Association, Inc.
Planned Parenthood–World Population
Salvation Army
Sickle Cell Anemia Association of Texas
State Bar Association
Texas Association for Children with Learning Disabilities
Texas Association for the Education of the Gifted
Texas Association for Mental Health
Texas Association for Retarded Citizens
Texas Association for the Deaf
Texas Council of Churches
Texas Congress of Parents and Teachers
Texas Home Economics Association
Texas Medical Association
Texas Migrant Council, Inc.
Texas Nurses Association
Texas Pediatric Society
Texas Psychological Association
Texas Public Health Association
Texas Society for the Prevention of Blindness
Texas Speech and Hearing Association
United Cerebral Palsy of Texas, Inc.
United Way Organizations and Texas United Community Services
Young Women's/Men's Christian Association in Texas

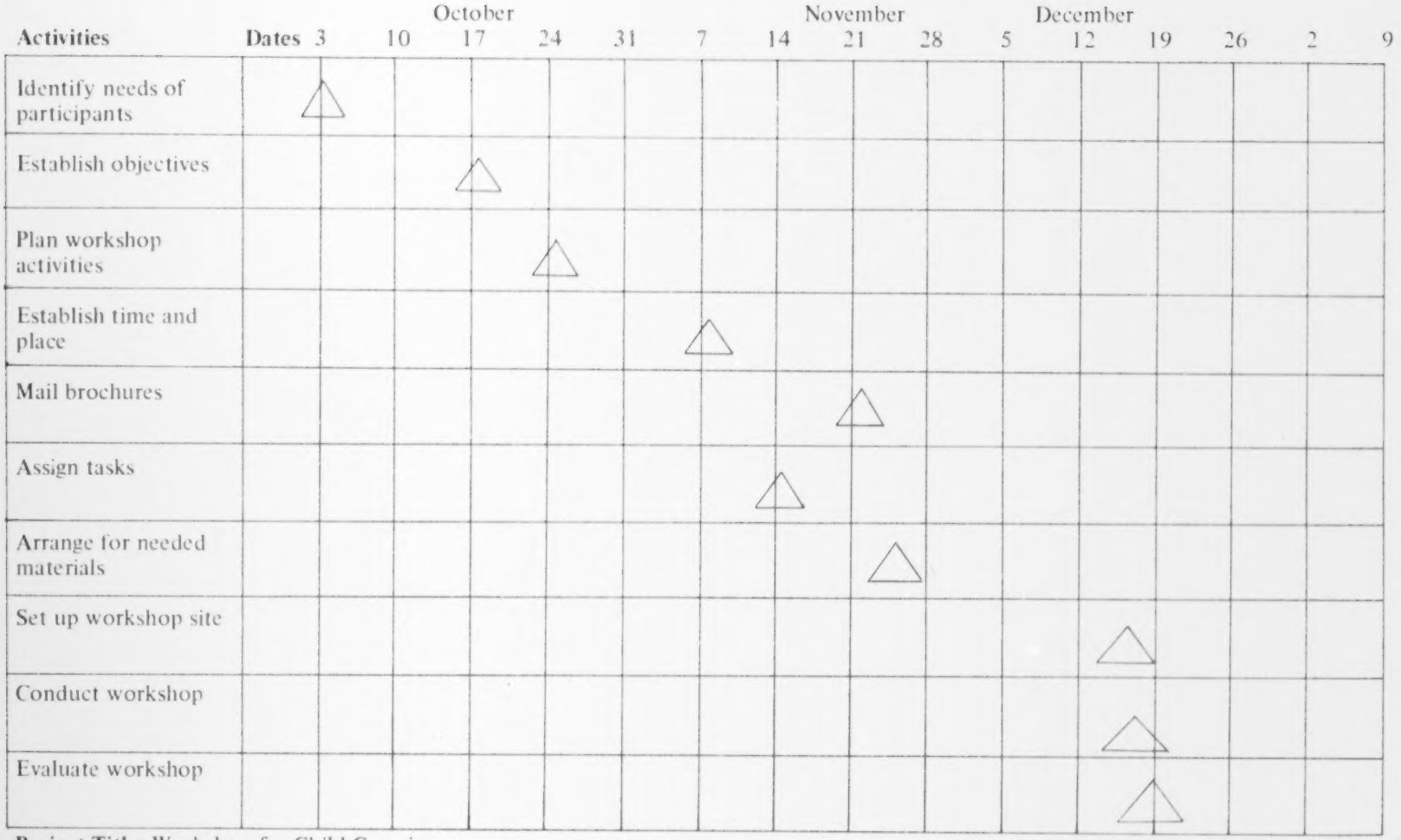
Governmental Organizations

Texas Commission for the Blind
Texas Commission for the Deaf
Texas Department of Community Affairs
Texas Department of Health Resources
Texas Department of Human Resources
Texas Department of Mental Health and Mental Retardation
Texas Employment Commission
Texas Rehabilitation Commission
U.S. Consumer and Marketing Service
U.S. Food and Nutrition Service

Child and Family Services Located in Most Communities

Emergency assistance (food, clothing and shelter)
Mental health clinic
Well-baby clinic
Children's health clinics
Adult health clinics
Family planning clinic
Counseling for marital or family problems
Adult education classes
Day care or recreational programs for school age children
Services for alcoholism or drug dependence
Consumer services (Better Business Bureau, etc.)
Employment services
Vocational training
Homemaker services
Housing assistance
Child and family guidance services
Transportation services
Parent involvement and education (parent club, parent advisory group, etc.)

Milestone Chart: A Planning Tool



199

Project Title: Workshop for Child Caregivers

H-38

Glossary of Terms

botulism
Poisoning resulting from a botulinis which is frequently present in canned foods.

child abuse
The physical or psychological mistreatment of a child by a parent, guardian, or caregiver.

child care advocacy
An individual or group of individuals that attempt to influence public opinion and/or legislators concerning children and child care.

computer assisted instruction
Using the computer as a learning aid for training child caregivers.

conceptual framework
The core of the curriculum document which outlines the goals and objectives that the program planners have developed for the children.

consultants
Persons who gives professional advice about various aspects of the child care program.

curriculum
A plan or outline of goals, objectives, and activities for children.

cycle menus
Plans for meals and snacks that are planned seasonally and are repeated every few weeks throughout a season.

employer-sponsored child care
A type of child care program in which a company or corporation sponsors and/or funds a child care program for its employees.

evaluation
An examination of an individual's or a program's performance in relation to goals, objectives, and expected outcomes.

family day home system
An organized group of families which provide child care in their homes.

feedback
The collection of information from others about one's performance in his or her job or task.

formative evaluation
The continuous evaluation that takes place primarily during the formative or planning stages of a child care program;

however, this evaluation also occurs throughout all phases of program implementation. Synonymous with ongoing evaluation.

franchise
An organization which runs numerous child care facilities in different cities under one central administration.

goals
Long-range outcomes that are desired for children, staff, programs, etc.

horizontal grouping pattern
Child care programs which have children grouped by age.

implementation
Putting the program and curriculum into practice.

maintenance calendar
A schedule which helps the director plan for regular maintenance.

market analysis
Prior to starting a business, a way to determine the demand for goods or services to be provided by that business. Synonymous with needs assessment.

menu
Written plans for meals and snacks.

modified open space
A structurally designed area in which zones are utilized in order to separate areas for children by developmental level.

multi-age grouping pattern
A group of children with at least two years difference between the age of the oldest and the youngest child. Synonymous with vertical grouping pattern.

needs assessment
Determining the demand for goods or services to be provided prior to starting a business. Synonymous with market analysis.

neglect
The intentional or unintentional lack of providing needed care for children.

ongoing evaluation
The continuous evaluation that takes place primarily during the formative or planning stages of a child care program; however, this evaluation also occurs throughout all phases of program implementation. Synonymous with formative evaluation.

open-space design
A structural design which provides one large open space to serve several groups of children.

philosophy
A set of ideas, values, and beliefs which guide individuals in various aspects of their lives.

salmonella
Bacteria that can cause salmonellosis food infection if eaten by humans. Salmonellosis is a disease which results from the consumption of food contaminated with large numbers of pathogenic salmonella bacteria.

sanitary
The absence of harmful microorganisms.

creening
The identification of signs in young children which indicate possible problems in any area of development.

elf-analysis
A systematic attempt by a person to understand himself or herself without the aid of another person.

self-contained design
A structural design providing separate rooms for each group or age level of children.

self-reflection
An examination of goals, strengths, and weaknesses and of feelings and attitudes.

staphylococcus
Bacteria which commonly cause staphylococcal food intoxication which is a foodborne illness.

state licensing standards
Regulations concerning the standards for child care programs.

streptococcus
Bacteria which commonly cause streptococcal food intoxication which is a foodborne illness.

summative evaluation
Refers to the evaluation that occurs at the end of a project or specific period of time.

vertical grouping pattern
A grouping of children with at least two years difference between the age of the oldest and youngest child. Synonymous with multi-age grouping pattern.

zones
Semi-closed areas which provide space for concentrated activities for children; a term associated with the modified open space design.

Glossary Test

DIRECTIONS

For Items 1-10, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ A paragraph of the parents' handbook that explains the child care program's values and beliefs about young children might be labeled a
   A. conceptual framework.
   B. policy statement.
   C. statement of philosophy.
   D. binding legal contract.

2. _____ A year-old half-day nursery school has been struggling to maintain enrollment. A consultant determined that the program's quality was good, but the program was not meeting the needs of local families. This problem might have been avoided had the program
   A. conducted a market analysis.
   B. advertised the program more.
   C. employed a more highly trained staff.
   D. offered health care and counseling services.

3. _____ A preschool facility has five classrooms. Two classrooms are for the five-year-olds, one for the four-year-olds, one for the three-year-olds, and one for the two-year-olds. This type of grouping pattern is known as
   A. developmental grouping.
   B. horizontal grouping.
   C. mainstream grouping.
   D. vertical grouping.

4. _____ A child care program groups its children in "family clusters" in which six to eight children of varying ages are grouped together. This type of grouping pattern is known as
   A. developmental grouping.
   B. horizontal grouping.
   C. mainstream grouping.
   D. vertical grouping.

5. _____ After moving to a new city, the parents enroll their children in a child care center with the same name and central administration as the center in the city they have just left. These parents have chosen a type of child care known as
   A. Title XX.
   B. a franchise.
   C. a family day home.
   D. church-affiliated.

6. _____ A series of menus which repeat during a season is known as
   A. tri-annual menus.
   B. in-season menus.
   C. period menus.
   D. cycle menus.

7. _____ One purpose of professional organizations is to influence public opinions, views, and legislation. This purpose is referred to as
   A. lobbying.
   B. peer pressure.
   C. advocacy.
   D. intervention.

8. _____ Evaluation which takes place during the planning stages is known as
   A. action evaluation.
   B. formula evaluation.
   C. summative evaluation.
   D. formative evaluation.

9. _____ Evaluation which takes place at the end of a project or time period is known as
   A. action evaluation.
   B. formula evaluation.
   C. summative evaluation.
   D. formative evaluation.

10. _____ A child caregiver involved in a screening program would be
   A. looking for signs that a child has special needs.
   B. determining the cause of a child's handicapping condition.
   C. labeling children according to their developmental level.
   D. assessing treatment for children with special needs.

Answer Keys

UNIT I TEST	UNIT II TEST	UNIT III TEST
1. B	1. B	1. C
2. B	2. D	2. A
3. B	3. B	3. C
4. A	4. C	4. B
5. C	5. B	5. C
6. C	6. A	6. D
7. B	7. D	7. A
8. D	8. C	8. D
9. A	9. B	9. D
10. A	10. B	10. B
11. B	11. C	11. B
12. C	12. A	12. A
13. C	13. B	13. C
14. A	14. A	14. D
15. B	15. D	15. A
16. C	16. A	16. C
17. D	17. C	17. C
18. D	18. B	18. B
19. C	19. C	19. D
20. A	20. A	20. B
21. A	21. B	21. B
22. B	22. C	22. B

UNIT IV TEST

1. D
2. A
3. D
4. B
5. A
6. C
7. C
8. D
9. D
10. B
11. A
12. C
13. C
14. D
15. B
16. B
17. A
18. C
19. B
20. C
21. C
22. A

UNIT V TEST

1. C
2. D
3. C
4. C
5. A
6. D
7. D
8. A
9. B
10. C
11. A
12. B
13. D
14. B
15. A
16. C
17. A
18. D
19. B
20. B
21. A
22. D

GLOSSARY TEST

1. C
2. A
3. B
4. D
5. B
6. D
7. C
8. D
9. C
10. A

CALCULATING SPACE REQUIREMENTS–HANDOUT 10

DIRECTIONS

Calculate space required for each of the following areas according to the specifications given.

INDOOR LEARNING AREA	NUMBER OF CHILDREN	SPACE REQUIRED
At 35 square feet per child, minimum	40	1400
	75	2625
At 50 square feet per child, desirable	40	2000
	75	3750
OUTDOOR LEARNING AREA		
At 75 square feet per child, minimum	40	3000
	75	5625
At 125 square feet per child, desirable	40	5000
	75	9375
TOTAL BUILDING SIZE		
At 72 square feet per child, minimum	40	2880
	75	5400
At 100 square feet per child, desirable	40	4000
	75	7500
SITE (LOT) SIZE		
At 200 square feet per child, minimum	40	8000
	75	150,000
At 350 square feet per child, desirable	40	140,000
	75	26,250

DIRECTIONS

Complete each of the following problems.

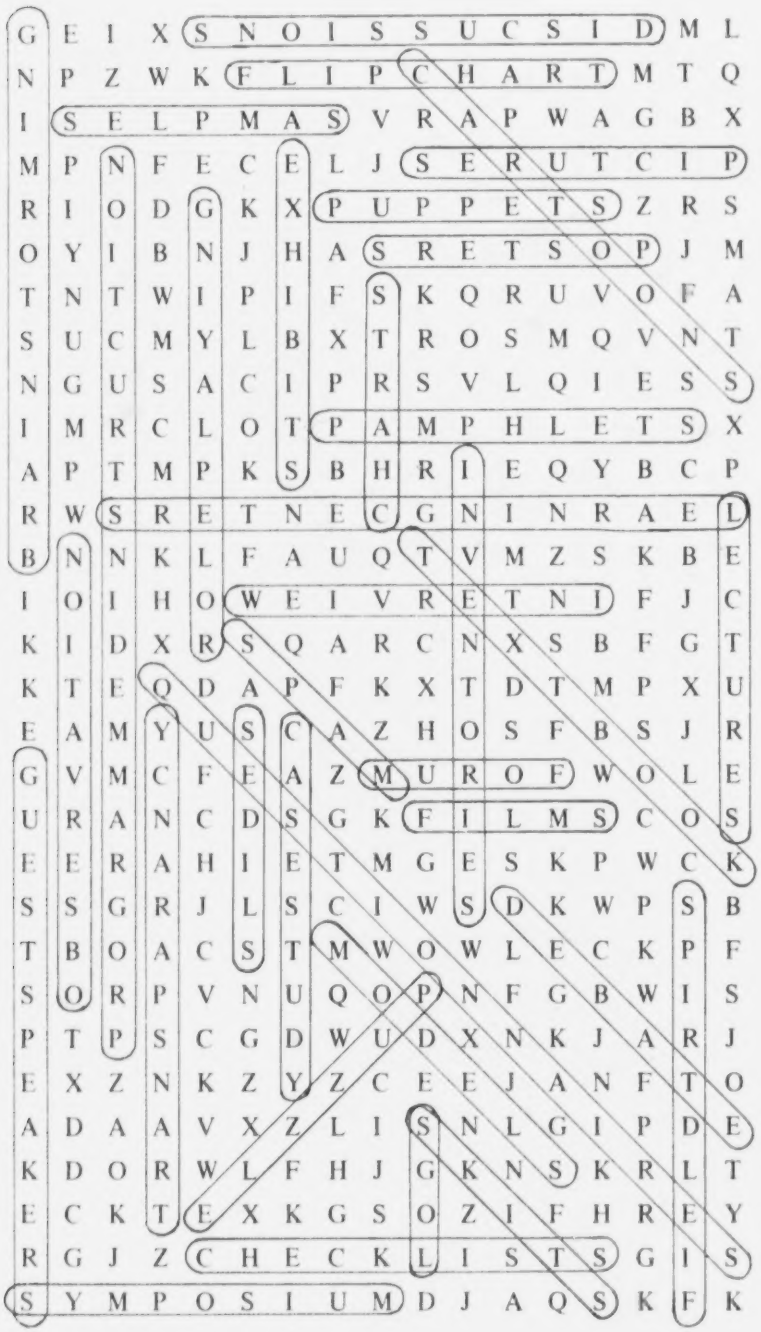
1. If a lot for a child care facility were 150 x 120 feet, at the minimum rate **90** children could be accommodated in the child care program.

2. If a child care program were located in an existing building, how many children could be grouped in the following rooms for preschoolers given a 35 square feet per child minimum.

   Room #1 with dimensions of 32 x 28 feet can contain a group of **26** children.

   Room #2 with dimensions of 24 x 26 feet contain a group of **17** children.

WORD PUZZLE - HANDOUT 35


G E I X S N O I S S U C S I D M L
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KEY		
pb	=	paperback
hb	=	hardback
GL	=	reading grade level
SBF	=	Sex bias free text and illustrations
SB	=	evidence of sex bias in text or illustrations

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